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ABSTRACT

This manual provides curriculum materials for implementing a career exploration class in hospitality and recreation occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of hospitality and recreation occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include lists of practical arts videotapes, references appropriate for career exploration, and ideas for addressing students with special needs. The 40 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for three families of hospitality occupations--lodging, entertainment, and travel services--and for recreation occupations. (YLB)

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Practical Arts
INSTRUCTOR'S MANUAL

HOSPITALITY AND RECREATION OCCUPATIONS

COMPETENCY- BASED VOCATIONAL EDUCATION

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PRACTICAL ARTS

Hospitality and Recreation Cluster

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1982

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[Student Task Assignment Sheets]

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PROGRAM MASTER SEQUENCE

PRACTICAL ARTS

(Hospitality and Recreation)

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
	ORIENTATION			
PA-HR-0	Overview of Hospitality and Recreation Occupations	*	6-000	6-001
	LODGING FAMILY			
PA-HR-1	Charting Reservations	6-002	*	*
PA-HR-2	Preparing Reservation Rack Slips	6-003	*	*
PA-HR-3	Confirming and Denying Reservations	6-004	*	*
PA-HR-4	Registering Guests	6-005	*	*
PA-HR-5	Recording Guests' Expenses	6-006	*	*
PA-HR-6	Receiving Payments for Hotel Bills	6-007	*	*
PA-HR-7	Ushering Guests to Their Rooms	6-008	*	*
PA-HR-8	Recording Wake-Up Requests	6-009	*	*
PA-HR-9	Handling Guests' Complaints	6-010	*	*
	ENTERTAINMENT FAMILY			
PA-HR-10	Reading Music	6-011	*	*
PA-HR-11	Dividing Fees for Performing	6-012	*	*
PA-HR-12	Dancing	6-013	*	*
PA-HR-13	Identifying Stage Areas	6-014	*	*
PA-HR-14	Demonstrating Basic Stage Body Positions	6-015	*	*
PA-HR-15	Speaking at a Proper Rate of Delivery	6-016	*	*
PA-HR-16	Performing Special Stage Actions	6-017	*	*
PA-HR-17	Using Proper Breathing Techniques	6-018	*	*
	TRAVEL SERVICES FAMILY			
PA-HR-18	Reading Lodging Brochures	6-019	*	*
PA-HR-19	Telling Time in the Time Zone	6-020	*	*
PA-HR-20	Reading Flight Schedules	6-021	*	*
PA-HR-21	Preparing Flight Itineraries	6-022	*	*
PA-HR-22	Reading Road Maps	6-023	*	*
PA-HR-23	Figuring Cost of Car Rental	6-024	*	*
PA-HR-24	Planning a Vacation	6-025	*	*
PA-HR-25	Preparing Itineraries	6-026	*	*
PA-HR-26	Writing a Tour Narrative	6-027	*	*
PA-HR-27	Conducting a Tour	6-028	*	*
	RECREATION FAMILY			
PA-HR-28	Demonstrating Leadership Ability	6-029	*	*
PA-HR-29	Planning a Recreational Program	6-030	*	*
PA-HR-30	Scheduling Recreational Activities	6-031	*	*
PA-HR-31	Preparing Equipment Price Lists	6-032	*	*
PA-HR-32	Publicizing Recreational Programs	6-033	*	*
PA-HR-33	Operating a Stop Watch	6-034	*	*
PA-HR-34	Preparing a Lesson Plan	6-035	*	*
PA-HR-35	Teaching a Lesson Plan	6-036	*	*
PA-HR-36	Carrying Out an Exercise Program	6-037	*	*

PRACTICAL ARTS

(Hospitality and Recreation)

CODE NUMBER		MODULE STOCK NUMBER	SLIDE STOCK NUMBER	TAPE STOCK NUMBER
PA-HR-37	Collecting and Displaying Nature Items	6-038	*	*
PA-HR-38	Giving Talks on Nature Item Displays	6-039	*	*
PA-HR-39	Taking Tickets	6-040	*	*
PA-HR-40	Determining Safety Rules for Swimming	6-041	*	*
PA-HR	Perishable	*	*	*
PA-HR	Supplemental	*	*	*
PA-HR	Instructor's Manual	5-610	*	*

HOSPITALITY AND RECREATION OCCUPATIONS

Jobs in Hospitality

Lodging:

- Hotel/Motel Manager
- Desk Clerk
- Cashier
- Bookkeeper
- Porter
- Housekeeper
- Restaurant Owner
- Host/Hostess
- Hat Checker
- Waiter/Waitress
- Bartender
- Bus Boy/Bus Girl
- Dish Washer
- Rest Room Attendant

Entertainment:

- Dancer
- Vocalist
- Musician
- Actor/Actress
- Costume Designer
- Makeup Artist
- Set Designer
- Lighting Technician
- Ticket Seller
- Dance Teacher
- Voice Teacher
- Drama Teacher
- Drama Coach
- Instrumental Instructor

Travel Services:

- Travel Agent
- Tour Guide
- Car Rental Agent
- Reservation Clerk

Jobs in Recreation

- Lifeguard
- Pin Setter
- Athletic Coach
- Professional Athlete
- Skating Rink Attendant
- Vehicle Rental Agent
- Dock Manager
- Ticket Taker
- Camp Counselor
- Craft Director
- Naturalist
- Scout Field Director
- YMCA/YWCA Worker
- Playground Director
- Recreation Director

HIGH SCHOOL COURSES BENEFICIAL TO STUDENTS INTERESTED IN A CAREER IN HOSPITALITY AND RECREATION

HOSPITALITY

Lodging

English
Speech
Math
Distributive Education
Home and Community Services
Consumer and Homemaking
Bookkeeping

Entertainment

English
Speech
Music
Art
Drama
Creative Writing

Travel Services

English
Math
Geography
Foreign Languages
Social Studies
Photography
Commerical Art
Typing

RECREATION

Health
Physical Education
Arts and Crafts
Agriculture
Distributive Education
Industrial Arts
Science (Biological/Earth)
Consumer and Homemaking

OVERVIEW OF THE CBVE INSTRUCTIONAL SYSTEM FOR PRACTICAL ARTS

Overview of Program

The purpose of the Practical Arts Education program is to broaden the experiences of middle/junior high school students by providing them with an opportunity to become oriented to the world of work and explore a diversity of career goals in order that they may be better prepared to make decisions on their personal needs and future goals. The Practical Arts program consists of a series of career exploration classes based on the occupational clusters spread over a two-year period. A cruise through each occupational cluster shall include the implementation of three behavioral components or domains.

(A) Cognitive: Students shall survey or cruise the content of the occupational cluster. This survey should include the scope, levels, working conditions, entry requirements, duties performed, opportunities, and related jobs in the occupational cluster.

(B) Psychomotor: Students shall have in each cluster experiences of tasks that will be the same as or similar to those who work in the occupational cluster. These experiences or tasks shall be action oriented, vary with the students' interests, aptitudes, and abilities, and be at various levels of employment within a cluster.

(C) Affective: Students shall receive guidance and the opportunity to systematically apply those knowledges and experiences within the cluster to his/her own interest and abilities, his/her present and future choices, and future occupational decisions and experiences.

The competency-based vocational education curriculum is specifically directed at the psychomotor, activities, experience, or tasks aspect of the Practical Arts program. Teachers are encouraged to augment their lesson plans with cognitive information about the occupational clusters from other sources. The curriuclum here will help specifically in the psychomotor aspect of the program.

Competency-Based Vocational Education

The purpose of this manual is to aid the instructor in implementing a competency-based instructional program. It is intended as a guide and resource for the teacher using CBVE materials. The materials in any occupational area have several common elements, particularly their purpose and their format, which will be discussed later.

Regardless of the delivery system used to implement it, CBVE is based on the concept of competencies. That is to say, it is an instructional system in which: (1) the competencies for specific occupations are built around tasks validated by incumbent workers; (2) instruction is designed around performance objectives based on the worker tasks; (3) students are held accountable for meeting the specified minimum standards of performance required for entry-level jobs.

These instructional materials have been developed by Kentucky teachers. They have attempted to provide relevant learning activities and performance objectives which include: (1) the skills (or tasks) which the student must learn; (2) the conditions under which the student must perform; and (3) the standard or level of achievement to which the student must perform.

The purpose of the Curriculum Unit (CBVE) is to develop and assist the implementation of competency-based instructional materials. The Unit is located at:

1910 Capital Plaza Tower
Frankfort, KY 40601

To facilitate the implementation of CBVE materials, a person has been identified in each vocational region as a CBVE Contact Person. Please address any problems or concerns about your CBVE program to your Regional Contact Person.

By the time you receive your CBVE materials, you should have attended a workshop for teachers implementing CBVE materials. The Inservice Education modules, which were distributed at the workshop, are your greatest source of suggestions for setting up and managing a CBVE program. For more detailed information, consult your inservice modules or your Regional Contact Person.

Using the Instructor's Manual

This Instructor's Manual is divided into two sections: introductory materials and Instructor's Guide to Learning Activities. The introductory materials include, among other things, the Program Master Sequence. It contains a listing of the task assignment sheet and slide/tape titles, code numbers, and stock numbers.

You can use the Program Master Sequence as a quick reference guide to the contents of the instructional program, as well as a checklist for insuring that all materials have been received. The code numbers and stock numbers serve as a guide to ordering additional materials.

The Instructor's Guide to Learning Activities is the heart of this manual, because it contains a brief listing of the contents of each task assignment sheet with suggestions for its use. It is suggested that you insert the corresponding task assignment sheet behind the Guide Sheets so you will have the complete program in one place.

Format is consistent throughout all CBVE programs in that the materials contain the same basic components:

Introduction - tells the student what he/she will learn and why it is important.

Objective - clearly states what the student is expected to know or do, under what conditions, and how well.

Learning Activities - a "road map" for the student to follow in going through the task assignment sheets; list the various activities the student will perform in learning the task.

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Instructor's Final Checklist - tells the student and the instructor exactly what the student will be evaluated on in the check-out activity; the instructor uses this sheet to rate the student's performance.

Check-Out Activities - tells the student what he/she will be asked to do for the final test or performance.

The Instructor's Guide Sheets in this manual present the essential information in capsule form. In addition, they list: the recommended references and audio-visuals; attitudes and values to be developed; notes and suggestions for instruction; alternate activities for students; necessary tools and equipment; and space for teacher's notes.

The task assignment sheets are designed to be left intact. Students should be reminded not to write on any of the pages. In some cases, they will be required to obtain duplicates or sheets like the ones shown. These are often student self-checks. They can be filed in a folder and can be obtained as needed.

The Instructor's Final Checklist is another page that should not be written on. It should remain in the task assignment sheet although you may want to make additional copies of it to place in students' folders.

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

Narration for Slide/Tape Presentation PA-HR-0

"Overview of Hospitality and Recreation Occupations"

Slide 1: "Overview of Hospitality and Recreation Occupations."

Slide 2: If you like relaxing and having fun, you will enjoy studying the Hospitality and Recreation Cluster. During this presentation, you will be introduced to kinds of work that people do to make others comfortable and happy, to provide the chance for mastering a skill in sports or recreation, and to provide an opportunity to meet new people.

Slide 3: Some of our government agencies have recommended that we make better use of our free time in order to be healthier and happier citizens. A number of organizations are cooperating by providing programs and facilities in this area.

Slide 4: Businesses are providing food, lodging, entertainment, and travel advice for travelers.

Slide 5: Many churches are offering recreational opportunities for their members.

Slide 6: Our state and national parks are being operated for our use and enjoyment.

Slide 7: And, of course, our schools are offering athletic programs for the students.

Slide 8: There are clubs such as 4-H, YMCA, YWCA, and Girl and Boy Scouts that provide recreation for their members.

Slide 9: The Hospitality and Recreation Cluster includes four job families: Lodging, Entertainment, Travel Services, and Recreation. The purposes of these jobs are to help people feel welcome and comfortable and to have a pleasant time while they are away from home. Let's talk about each of these job families:

Slide 10: Lodging. Hotels, motels, and lodges provide a place for people to stay while they are away from home.

Slide 11: These places also offer good meals to their guests.

Slide 12: Entertainment. Many of these places provide live entertainment for the guests. This group is performing at one of our state parks.

Slide 13: Travel Services. A travel agency makes travel arrangements for people who are going on trips. The agency also gives advice about such things as travel accommodations and the best routes to take.

Slide 14: And Recreation. It is concerned with physical activities that people engage in for relaxation and enjoyment. There are a number of interesting jobs in Recreation.

Slide 15: For instance, a life guard helps assure water safety.

Slide 16: Then there is the recreational therapist. This worker helps the sick and handicapped regain health and strength by performing some kind of recreational activity.

Slide 17: And just as is this player, many of you would like to be professional athletes.

Slide 18: Gymnastic teachers can help you become skillful in one of your favorite kinds of recreation. This gymnastic teacher works for the YMCA.

Slide 19: The job families that you have just heard about do not work alone. Hospitality and Recreation work together as a team. Hospitality is needed to make Recreation a success. It has been said that a smile will open many a door.

Slide 20: This concludes the "Overview of Hospitality and Recreation." Please rewind the tape and leave the slide/tape presentation ready for use again.

CHARTING ROOM RESERVATIONS

OBJECTIVE

GIVEN room reservation requests and a reservation chart,

CHART THE RESERVATIONS.

YOUR RESERVATION CHART will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the importance of accuracy in jobs that require keeping tab on availability of materials and floor space.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. READING A RESERVATION CHART	1
II. CHARTING RESERVATIONS	3
Instructor's Final Checklist	
CHARTING ROOM RESERVATIONS	6

CHECK-OUT ACTIVITIES

Your instructor will provide a blank reservation chart and requests for room reservations.

Chart the reservations.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read and study Instruction Sheet I. Discuss: (1) The importance of a reservations chart (2) The parts of the reservation chart (3) Students' experiences dealing with making hotel/motel reservations	Instruction Sheet I	
2	Have students refer to the chart in Instruction Sheet I. Call on individual students to identify the number of reservations that have been made for specific types of rooms on specific dates. (The purpose of this activity is to give students experience in reading a reservation chart.)	Reservation Chart in Instruction Sheet I	
3	Have students read and study Instruction Sheet II. Discuss: (1) How to determine if rooms are available (2) Dates for which rooms are reserved. (Reservations are made for nights. Departure days are not charted.)	Instruction Sheet II	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	(3) When and how reservation numbers are changed for a room.		
4	Have students identify rooms that are still available according to the reservation chart. (The purpose of this activity is to give students experience in using a reservation chart.)	Reservation chart in Instruction Sheet I	
5	Duplicate a reservation chart for each student or have students make their own. (They may refer to the chart in Instruction Sheet I.) Prepare several requests for reservations. (See examples of requests in Check-Out Activity sheets.) You may write these on the chalk board. Have students chart the reservations. After students have finished, have them share, as a class, their chartings. (Pay particular attention to dates reservations were charted.)	Blank reservation chart (A master copy is in this section under Check-Out Activity.) Requests for reservations	
6	Provide each student a copy of the Check-Out Activity Sheets. Check each student's chart against the Answer Key in this section. (NOTE: Take note of the reservation	Check-Out Activity sheets: reservation requests and blank reservation chart (A master copy is in this section.) Answer Key	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	dates in Request 2. The night of 11/6 should be charted. This is not a departure date.) Use the Instructor's Final Checklist to evaluate each chart.	Instructor's Final Checklist	

Instructor's Final Checklist

CHARTING ROOM RESERVATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In charting room reservations, the student:

	Accomplished	Not Accomplished
1. Charted each reservation for the type room specified	[ ]	[ ]
2. Charted each reservation for the correct dates	[ ]	[ ]
3. Increased the number of rooms reserved after each reservation	[ ]	[ ]

Check-Out Activity

CHARTING ROOM RESERVATIONS

Chart the eight reservation requests. Use the reservation chart on the next page.

RESERVATION REQUESTS

1.

GLOBE TRAVEL AGENCY
315 Estelle Avenue
Regency, Montana 95365

Please make reservations for the following guest:

King Alphonse
Valley of Wojod

Client will arrive 11/7; depart 11/8. 1-BR Suite pref.

2.

509 Clark Street
Hollywood, California 90028

Please reserve one double room for my wife and me from 11/2 through the night of 11/6.

Dean Judd

3.

Please reserve twin for:

Mr. George Hilyard
15 Ginger Road
Atlanta, Georgia 30304

Arrive: 11/3
Depart: 11/11

4.

Please reserve one double room for:

Ms. Donna O'Brien
1897 Wilcox Drive
Hillsdale, New Hampshire 03451

Arrive: 11/2
Depart: 11/6

5.

I am pleased to inform you that Lionel Chase, the famous pianist, has chosen to stay at your hotel from 11/2 to 11/4. Please reserve a double room for us.

Thank you.

Mrs. Lionel Chase
189 Chase Street
Stillwater, Oklahoma 74074

6.

WORLD TRAVEL
32 Atlas Park
Juneau, Alaska 99801

Please make reservations for Jeffrey Humber, for one-single room. Arrival Date: 11/2. Departure Date: 11/7. Reservation guaranteed by U.S. Holography Corporation.

Master Copy

Check-Out Activity (p. 2)

7.

Enclosed please find deposit of $25.00 to hold the following reservation.

Mimi Danzel
2-Bedroom Suite
11/3-11/12.

Thank you.

M. Danzel
2 Lowther Ct.
Ridgewood, N.J. 07451

8.

Please reserve one two-bedroom suite for Eric Potter, family of four (4). Enclosed please find deposit check of $100,000 Arrive 11/2, Depart 11/5,

E. Potter
15 Kennedy Highway
Toledo, Ohio 43601

YOUR HOTEL RESERVATION CHART

Type of Room	Total Available	Reservations by Date															
		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10	11/11	11/12	11/13	11/14	11/15	11/16
Single	10																
Double	20																
Twin	20																
1 BR Suite	5																
2 BR Suite	5																

ANSWER KEY

Check-Out Activity

CHARTING ROOM RESERVATIONS

YOUR HOTEL RESERVATION CHART

Type of Room	Total Available	Reservations by Date															
		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10	11/11	11/12	11/13	11/14	11/15	11/16
Single	10		1	1	1	1	1										
Double	20		3	3	2	2	1										
Twin	20			1	1	1	1	1	1	1	1						
1-BR Suite	5							1									
2-BR Suite	5		1	2	2	1	1	1	1	1	1	1					

PREPARING RESERVATION RACK SLIPS

OBJECTIVE

GIVEN reservation requests and reservation rack slips,

PREPARE A RESERVATION RACK SLIP FOR EACH RESERVATION REQUEST.

THE INFORMATION on each reservation rack slip should match the information on the corresponding reservation request.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will take care to transfer information accurately from one document to another.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. THE RESERVATION RACK SLIP	1
II. PREPARING THE RESERVATION RACK SLIP	3
Instructor's Final Checklist	
PREPARING RESERVATION RACK SLIPS	5

CHECK-OUT ACTIVITIES

Your instructor will provide reservation requests and reservation rack slips.

Prepare a reservation rack slip for each reservation request.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the form and read Instruction Sheet I.	Instruction Sheet I	
2	Go over each part of the reservation rack slip in Instruction Sheet I. Discuss the purpose of each part of the form; i.e., a VIP is frequently assigned a choice room or suite, because he/she may promote business for the hotel if he/she is happy with the accommodations.	Reservation rack slip in Instruction Sheet I.	
3	Have students study the completed form and read Instruction Sheet II. Compare the information on the reservation request and the reservation rack slip. Emphasize that the purpose of the reservation rack sheet is to keep a record of each specific reservation. Stress the importance of accuracy in transferring information from one form to another. An error can cause bad customer relations and cause the hotel to lose business. Encourage students to share good and/or bad experiences they or their parents have had in making room reservations.	Instruction Sheet II	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Duplicate a reservation rack slip for each student. Have students work by twos to practice completing a reservation rack slip. Each student will write his/her own reservation request and exchange with his/her partner. Each student will then complete a reservation rack slip for his/her partner's reservation request. The two will check each other's work	Blank reservation rack slips (See master copy in Check-Out Activity Sheets in this section.)	
5	Provide each student a set of the Check-Out Activity Sheets. Have them complete a reservation rack slip for each reservation request. Use the Answer Key to check each student's completed forms. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheets (a master copy is in this section) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

PREPARING RESERVATION RACK SLIPS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing reservation rack slips, the student:

	Accomplished	Not Accomplished
1. Prepared a reservation rack slip for each reservation request	[ ]	[ ]
2. Recorded the information correctly for each reservation request	[ ]	[ ]

Check-Out Activity

PREPARING RESERVATION RACK SLIPS

Prepare a reservation rack slip for each of the reservation requests below. Use the forms on the following pages.

509 Clark Street
Hollywood, California 90028

Please reserve one double room for my wife and me from 11/2 through the night of 11/6.

Dean Judd

WORLD TRAVEL
32 Atlas Park
Juneau, Alaska 99801

Please make reservations for Jeffrey Humber, for one-single room. Arrival Date: 11/2. Departure Date: 11/7. Reservation guaranteed by U.S. Holography Corporation.

Please reserve one double room for:

Ms. Donna O'Brien
1897 Wilcox Drive
Hillsdale, New Hampshire 03451

Arrive: 11/2
Depart: 11/6

Please reserve one two-bedroom suite for Eric Potter, family of four (4). Enclosed please find deposit check of $100,000 Arrive 11/2, Depart 11/5,

E. Potter
15 Kennedy Highway
Toledo, Ohio 43601

Check-Out Activity (p. 2)

RESERVATION RACK SLIP

VIP	PAID	GTD	TA

Last Name First Name Arrival: Day Date Time

Departure ______________

Address ______________

Guaranteed by ______________

Deposit Received $ ______________

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons

REMARKS:

Made by ______________

Company ______________

Street ______________

City & State ______________

Phone ______________

Clerk ______________

Date ______________

ANSWER KEY

Check-Out Activity

PREPARING RESERVATION RACK SLIPS

RESERVATION RACK SLIP

VIP	PAID	GTD	TA

Judd Dean
Last Name First Name

Arrival: Day Date 11/2 Time

Departure 11/7

Address 509 Clark Street
Hollywood, California
90028

Guaranteed by

Deposit Received $

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons
	✓				2

REMARKS:

Made by

Company

Street

City & State

Phone

Clerk (Student's initials)

Date (Current date)

RESERVATION RACK SLIP

VIP	PAID	GTD	TA
		✓	✓

Humber Jeffrey
Last Name First Name

Arrival: Day Date 11/2 Time

Departure 11/7

Address

Guaranteed by U.S.
Holography Corp.

Deposit Received $

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons
✓					

REMARKS:

Made by

Company World Travel

Street 32 Atlas Park

City & State Juneau Alaska
99801

Phone

Clerk

Date

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Answer Key (p. 2)

RESERVATION RACK SLIP

VIP	PAID	GTD	TA

O'Brien Donna 11/2
Last Name First Name Arrival: Day Date Time

Departure 11/6

Address 1897 Wilcox Drive
Hillsdale, New Hampshire
03451

Guaranteed by

Deposit Received $

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons
	✓				1

REMARKS:

Made by
Company
Street
City & State
Phone
Clerk (Student's initials)
Date (Current date)

RESERVATION RACK SLIP

VIP	PAID	GTD	TA

Potter Eric 11/2
Last Name First Name Arrival: Day Date Time

Departure 11/5

Address 15 Kennedy Hwy.
Toledo, Ohio 43601

Guaranteed by

Deposit Received $ 100.00

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons
				✓	4

REMARKS:

Made by
Company
Street
City & State
Phone
Clerk (Student's initials)
Date (Current date)

CONFIRMING AND DENYING ROOM RESERVATIONS

OBJECTIVE

GIVEN reservation requests, reservation confirmation and reservation denial forms, and a reservation chart,

PREPARE A RESERVATION CONFIRMATION OR A RESERVATION DENIAL FORM FOR EACH REQUEST. COMPLETE A MAIL FORM FOR EACH.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the importance of keeping open communication between the lodging business and potential guests.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. PREPARING RESERVATION CONFIRMATIONS AND DENIALS	1
Instructor's Final Checklist	
CONFIRMING AND DENYING ROOM RESERVATIONS	5

CHECK-OUT ACTIVITIES

Your instructor will provide reservation requests, a reservation chart, confirmation, denial, and mailing forms.

Prepare a confirmation or denial form for each reservation request. Then address a mailing form to the proper person or agency.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the forms used and the process followed by a reservations clerk. Invite a resource person to discuss reservation procedures for his/her particular lodging facility. This will reinforce the information presented in Task Assignment Sheets 1-3.	Instruction Sheet I Suggested Resource Persons: Reservations Clerk Front Desk Clerk Front Desk Manager	
2	Prepare several reservation requests. Prepare a transparency of a reservation chart from Task Assignment Sheet PA-HR-1 (the one used with this task is too small), or duplicate copies of the one in the Check-Out Activity Sheets for this task. Present either written or oral reservation requests to the class. Have students refer to the reservation chart to see if a room is available/unavailable for each request. Have them identify the requests that should receive a confirmation and those that should receive a denial.	Reservation requests (See examples in Check-Out Activity sheets.) Reservation Chart	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Duplicate a copy of the Practice Exercise for each student. Have students complete the practice exercise, and discuss each of the requests with them.	Practice Exercise (A master copy is in this section.)	
4	Have students confirm or deny each reservation request and prepare a mailing form for each. Use the Answer Key to check each student's work. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity sheets (A master copy is in this section.) Answer Key Instructor's Final Checklist	

PRACTICE EXERCISE FOR LEARNING ACTIVITY 4

For each of these requests: (1) check the Reservation Chart to see if a room is available; (2) fill out a confirmation or a denial form; and (3) address a mail form.

Request 1. Franklin Travel Agency, 15 Orkeny Terrace, Holly, Washington 98816, requests a single room for Mr. Giles Morse from November 4 to November 5. Mr. Morse's address is 25 Field Parkway, Wells, Washington 99040.

Request 2. Joan Hidler of 15 Oakland Street, Bigtown, Utah 84715 requests a two-bedroom suite for 11/12 through 11/18.

RESERVATION CHART

Type of Room	Total Available	Reservations by Date																		
		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10	11/11	11/12	11/13	11/14	11/15	11/16	·17	·18	·19
Single	10	10	10	10	9	7	10	9	7	8	8	7	9	10	10	4	2	4	3	3
Double	20	20	20	20	19	20	17	6	14	18	18	18	18	19	19	10	8	6	9	5
Twin	20	18	18	18	17	14	14	11	12	11	9	8	8	18	18	14	9	6	6	4
1 BR Suite	5	5	5	5	4	4	4	5	3	3	3	4	4	4	5	5	4	2	2	2
2 BR Suite	5	4	3	3	5	4	5	5	5	5	5	3	3	4	5	4	4	3	3	3

We are pleased to confirm the reservation of ____________________

____
Name

____
Address

Single ☐ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ ____________

☐ Please forward a deposit in the amount of $ ____________

☐ Reservation is guaranteed by ____________________

Clerk ____________________

MAIL

Unfortunately we are not able to confirm your reservation for ____________

Name ____________________

Address ____________________

____

We hope that you will be able to join us at another time

Clerk ____________________

MAIL

BEST COPY AVAILABLE

Instructor's Final Checklist

CONFIRMING AND DENYING ROOM RESERVATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In confirming and denying room reservations, the student:

	Accomplished	Not Accomplished
1. Completed a confirmation form for each request for which a room was available	☐	☐
2. Completed a denial form for each request for which a room was not available	☐	☐
3. Recorded the correct information for each request to the confirmation or denial form	☐	☐
4. Addressed a mail form for each confirmation and denial . .	☐	☐
5. Addressed each mail form to the proper person or agency . .	☐	☐

Check-Out Activity

CONFIRMING AND DENYING ROOM RESERVATIONS

Confirm or deny each of the reservation requests on the following pages, and address a mailing form for each. Use the Reservation Chart below to determine if a room is available.

RESERVATION CHART

Type of Room	Total Available	Reservations by Date																		
		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10	11/11	11/12	11/13	11/14	11/15	11/16	·17	·18	·19
Single	11	10	10	10	9	7	10	9	7	8	8	7	9	10	10	4	2	4	3	3
Double	20	20	20	20	19	20	17	6	14	18	18	18	18	19	19	10	8	6	9	5
Twin	20	18	18	18	17	14	14	11	12	11	9	8	8	18	18	14	9	6	6	4
1 BR Suite	5	5	5	5	4	4	4	5	3	3	3	4	4	4	5	5	4	2	2	2
2 BR Suite	5	4	3	3	5	4	5	5	5	5	5	3	3	4	5	4	4	3	3	3

WORLD TRAVEL
32 Atlas Park
Juneau, Alaska 99801

Please make reservations for Jeffrey Humber, for one-single room. Arrival Date: 11/2. Departure Date: 11/7. Reservation guaranteed by U.S. Holography Corporation.

RESERVATION CONFIRMATION

We are pleased to confirm the reservation of ______________________

____
Name

____
Address

Single ☐ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ __________

☐ Please forward a deposit in the amount of $ __________

☐ Reservation is guaranteed by ______________________

Clerk ______________________

Unfortunately we are not able to confirm your reservation for __________

Name ______________________

Address ______________________

____

We hope that you will be able to join us at another time.

Clerk ______________________

MAIL

BEST COPY AVAILABLE

I am pleased to inform you that Lionel Chase, the famous pianist, has chosen to stay at your hotel from 11/2 to 11/4. Please reserve a double room for us.

Thank you.

Mrs. Lionel Chase
189 Chase Street
Stillwater, Oklahoma 74074

We are pleased to confirm the reservation of __________

____
Name

____
Address

Single ☐ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ __________

☐ Please forward a deposit in the amount of $ __________

☐ Reservation is guaranteed by __________

Clerk __________

Unfortunately we are not able to confirm your reservation for __________

Name __________

Address __________

____

We hope that you will be able to join us at another time.

Clerk __________

MAIL

Please reserve twin for:

Mr. George Hilyard
15 Ginger Road
Atlanta, Georgia 30304

Arrive: 11/3
Depart: 11/11

We are pleased to confirm the reservation of ______________________

____
Name

____
Address

Single ☐ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ __________

☐ Please forward a deposit in the amount of $ __________

☐ Reservation is guaranteed by ______________________

Clerk ______________________

Unfortunately we are not able to confirm your reservation for __________

Name ______________________

Address ______________________

____

We hope that you will be able to join us at another time.

Clerk ______________________

MAIL

Enclosed please find deposit of $25.00 to hold the following reservation.

Mimi Danzel
2-Bedroom Suite
11/3-11/12.

Thank you.

M. Danzel
2 Lowther Ct.
Ridgewood, N.J. 07451

RESERVATION CONFIRMATION

We are pleased to confirm the reservation of ____________________

____
Name

____
Address

Single ☐ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ __________

☐ Please forward a deposit in the amount of $ __________

☐ Reservation is guaranteed by ____________________

Clerk ____________________

Unfortunately we are not able to confirm your reservation for __________

Name ____________________

Address ____________________

____

We hope that you will be able to join us at another time.

Clerk ____________________

MAIL

ANSWER KEY

Check-Out Activity

CONFIRMING AND DENYING ROOM RESERVATIONS

1.

We are pleased to confirm the reservation of

Name Jeffrey Humber

Address

Single ☑ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $

☐ Please forward a deposit in the amount of $

☑ Reservation is guaranteed by U.S. Holography Corporation

Clerk (Student's initials)

1.

MAIL

World Travel
32 Atlas Park
Juneau, Alaska 99801

2.

Unfortunately we are not able to confirm your reservation for 11/2 - 11/4

Name Lionel Chase

Address 189 Chase Street
Stillwater, Oklahoma 74074

We hope that you will be able to join us at another time.

Clerk (Student's initials)

2

MAIL

Mrs. Lionel Chase
189 Chase Street
Stillwater, Oklahoma 74074

3.

We are pleased to confirm the reservation of

Mr. George Hilyard
Name

15 Ginger Road, Atlanta, Georgia 30304
Address

Single ☐ Double ☐ Twin ☑ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ ________

☐ Please forward a deposit in the amount of $ ________

☐ Reservation is guaranteed by ________

Clerk (Student's initials)

3

MAIL

Mr. George Hilyard
15 Ginger Road
Atlanta, Georgia 30304

4

Unfortunately we are not able to confirm your reservation for 11/3 - 11/12

Name Mimi Dengel

Address 2 Lowther Ct.
Ridgewood, N.J. 07451

We hope that you will be able to join us at another time.

Clerk (Student's initials)

MAIL

Mimi Dengel
2 Lowther Ct.
Ridgewood, N.J. 07451

REGISTERING GUESTS

OBJECTIVE

GIVEN a guest, room numbers and rates, registration forms, and room rack slips,

PREPARE THE REGISTRATION FORMS.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the importance of checking other people's work when they (the students) are held responsible for the outcome.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
PREPARING REGISTRATION FORMS	1
Instructor's Final Checklist	
REGISTERING GUESTS	3

CHECK-OUT ACTIVITIES

Your instructor will provide registration forms, room numbers and rates, and room rack slips.

With a classmate, take turns playing the roles of a guest and of a desk clerk. As the guest, fill out the registration card. As the desk clerk, complete the registration card and room rack slip.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the procedures and forms used in registering guests. Invite a resource person from a lodging facility to explain the procedures he/she follows in registering guests, or Have students interview a desk clerk. They may use the interview questions as a guide.	Instruction Sheet I "Observation Guide" (A master copy is in this section.)	
2	(You may use copies of the Check-Out Activity sheet for this activity.) Complete several of the registration cards as a guest would complete them. Omit some of the items, (e.g., the city or state, departure date, etc.) on some of the cards. Duplicate copies of the sheets for each student. Have students: (1) Find any errors in the registration card (2) Add room number and rate to each registration card (3) Complete a room rack slip for each registration card	Registration cards with guest's portion filled out Blank room rack slips Room numbers and rates	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Provide each student a Check-Out Activity Sheet. Have students work in twos for the Check-Out Activity. Let them take turns playing the roles of the guest and the desk clerk. One student fills out the registration card as a guest. The other student completes the registration card and the room rack slip. Then they reverse roles.	Check-Out Activity Sheet (Master copy is in this section)	
	Use the Instructor's Final Checklist to evaluate each student's work.	Instructor's Final Checklist	

OBSERVATION GUIDE*

Answering the questions below will help you to pick out the specific tasks and skills of a hotel/motel desk clerk. Take notes on each question and share your findings with the class.

1. What is the first thing the front office employee does when he/she greets the guest?

2. What information does the clerk ask of the guest?

3. What information does he/she provide for the guest?

4. Does the guest have to fill out any forms? _____ Yes _____ No

   If yes, how many?
   If possible to determine, what is the nature of these forms?

5. What does the clerk do with the information obtained from the guest (if any was obtained)?

6. What does the clerk do as soon as the guest has completed the form?

7. How many guests did the clerk serve during the period of time you observed him/her?

8. Did he/she interact with anyone else besides guests? _____ Yes _____ No

   If yes, whom?

9. Did the front office clerk appear to be doing anything besides checking-in guest? _____ Yes _____ No

10. Describe in one to two sentences the job of front office as indicated by your observation.

---

*Adapted from Developmental Occupational Series: Hospitality and Recreation Occupations, State Department of Recreation

Instructor's Final Checklist

REGISTERING GUESTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing registration forms, the student:

	Accomplished	Not Accomplished
1. Worked with a partner.	[ ]	[ ]
2. Filled out a registration card as a guest	[ ]	[ ]
3. Recorded a room number on his/her partner's registration card	[ ]	[ ]
4. Recorded the correct room rate on his/her partner's registration card	[ ]	[ ]
5. Recorded the correct room number, name, and arrival and departure dates on the room rack slip	[ ]	[ ]

Check-Out Activity

REGISTERING GUESTS

Have the guest fill out the registration card below.

Registration Card

No. in Party	Type Room	Room No.	Rate	I WOULD LIKE TO HANDLE MY ACCOUNT BY: (Check One)	A SAFE IS PROVIDED FOR THE PROTECTION OF YOUR VALUABLES
Guest's Signature				☐ Cash ☐ Bank Americard	Folio Number 215066
Home Address: Street				☐ Personal Check ☐ Master Charge	I AGREE THAT MY LIABILITY FOR THIS BILL IS NOT WAIVED AND I AGREE TO BE HELD PERSONALLY LIABLE IN THE EVENT THAT THE COMPANY, OR ASSOCIATION FAILS TO PAY FOR THE FULL AMOUNT OF THE CHARGES.
City State				☐ ______ (Other)	
Firm					
I PLAN TO DEPART ON : DAY DATE				ACCOUNT PAYABLE, ON PRESENTATION OR DEPARTURE	

Use the information to complete the registration card.

Type of Room	ROOM NUMBERS							DAILY ROOM RATE	
								1 person	2 persons
Single	201	202	203	204	205	206	207	35.00	37.00
Double	301	302	303	304	305	306	307	38.00	40.00
Twin	401	402	403	404	405			38.00	40.00
1-BR Suite	501	502	503	504				45.00	47.00
2-BR Suite	601	602	603					50.00	52.00

Complete the room rack slip below.

(Room No.) (Name)	(Departure Date) (Arrival Date)

RECORDING GUESTS' EXPENSES

OBJECTIVE

GIVEN charge slips and a folio for three guests,

POST THE EXPENSES TO EACH FOLIO.

ALL EXPENSES should be posted and totaled accurately.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the importance of keeping up-to-date records, particularly when the information may be requested at any time.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. POSTING DAILY EXPENSES	1
Student Self-Check	
I. POSTING TO THE FOLIO	3
Instructor's Final Checklist	
RECORDING GUESTS' EXPENSES	4

CHECK-OUT ACTIVITIES

Your instructor will provide charge slips and a folio for these guests.

Post the expenses to each folio.

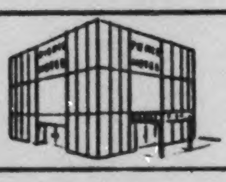
LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read and study the illustrations in Instruction Sheet I.	Instruction Sheet I	
2	Discuss the information presented in Instruction Sheet I: (1) The folio format (2) The various hotel items and services that may be charged by the guests (3) Recording room rates and charged items on the folio (4) Keeping a daily running total of expenses		
3	Have students complete Student Self-Check I. Discuss the completed folio. You may want to offer other practice exercises in addition to the one in Student Self-Check I.	Student Self-Check I Blank folio (Master copy is in this section.)	
4	Have students complete folios in the Check-Out Activity Sheets. Use the Answer Key to check students' work. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheets (Master copy is in this section.) Answer Key Instructor's Final Checklist	

FOLIO

NAME ROOM
RATE NO. PERS.
ADDRESS

DATE IN DATE OUT

Date	Charge	Balance



Instructor's Final Checklist

RECORDING GUESTS' EXPENSES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In recording guests' expenses to the folios, the student:		
1. Posted all expenses accurately	[ ]	[ ]
2. Totaled all expenses accurately	[ ]	[ ]

Check-Out Activity

RECORDING GUESTS' EXPENSES

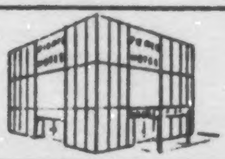
Post the expenses to each guest's folio.

1.

NAME James Carnes ROOM 504
RATE 38.00 TAX 1.50 NO. PERS. 2
ADDRESS
1382 Peach Street
Atlanta, Georgia 30304

DATE IN 9/21 DATE OUT 9/23

Date	Charge	Balance



COFFEE SHOP

9/21

Luncheon Special	2.95
Drink	.25
	3.20
Tax	.16
	3.36

James Carnes
Rm. 504

PARKING GARAGE

9/21 1.50
James Carnes
Rm. 504

COFFEE SHOP

9/22

Breakfast #4	2.25
Coffee	.30
	2.55
Tax	.13
	2.68

James Carnes
Rm. 504

PARKING GARAGE

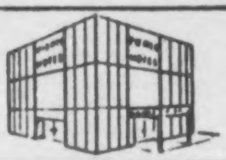
9/22 1.50
James Carnes
Rm. 504

2.

NAME Jane Palmer ROOM 918
RATE 32.50 TAX 1.30 NO. PERS. 1
ADDRESS 211 Maple Ave.
Richmond, Virginia 23219

DATE IN 12/13 DATE OUT 12/14

Date	Charge	Balance



12/13 COFFEE SHOP

Ham Sandwich	1.50
Salad	.65
Milk	.30
Apple Pie	.55
	3.00
Tax	.15
	3.15

Jane Palmer
Room 918

12/13 COFFEE SHOP

Chef Salad	2.65
Milk	.30
	2.95
Tax	.15
	3.10

Jane Palmer
Rm. 918

12/14 COFFEE SHOP

Breakfast #5	3.00
Coffee	.30
	3.30
Tax	.17
	3.47

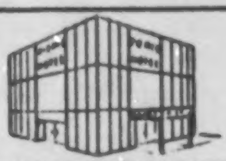
Jane Palmer
Rm. 918

3.

NAME Mike Bates   ROOM 423
RATE 30.00 TAX 1.20   NO. PERS. 1
ADDRESS
127 Longview
Louisville, Kentucky 40201

DATE IN 1/18   DATE OUT 1/22

Date	Charge	Balance



PARKING GARAGE

1/21   5.00
Mike Bates
Rm. 423

ANSWER KEY

Check-Out Activity
RECORDING GUESTS' EXPENSES

1.

NAME Jimmie Connor ROOM 504
RATE 38.00 TAX 1.50 NO. PERS. 2
ADDRESS 1382 Peach Street
Atlanta, Georgia 30304

DATE IN 9/21 DATE OUT 9/23

Date	Charge	Balance
9/21	38.00 Room 1.50 Tax	39.50
9/21	3.36 Cof. Shop	42.86
9/21	1.50 Parking	44.36
9/22	38.00 Room 1.50 Tax	83.86
9/22	2.68 Cof. Shop	86.54
9/22	1.50 Parking	88.04

2.

NAME Jane Palmer ROOM 918
RATE 32.50 TAX 1.30 NO. PERS. 1
ADDRESS 211 Maple Ave.
Richmond, Virginia 23219

DATE IN 12/13 DATE OUT 12/14

Date	Charge	Balance
12/13	32.50 Room 1.30 Tax	33.80
12/13	3.15 Cof. Shop	36.95
12/13	3.10 Cof. Shop	40.05
12/14	3.47 Cof. Shop	43.52

3.

NAME Mike Bates ROOM 423
RATE 30.00 TAX 1.20 NO. PERS. 1
ADDRESS 127 Longview
Louisville, Kentucky 40201

DATE IN 1/18 DATE OUT 1/22

Date	Charge	Balance
1/18	30.00 Room 1.20 Tax	31.20
1/19	30.00 Room 1.20 Tax	62.40
1/20	30.00 Room 1.20 Tax	93.60
1/21	30.00 Room 1.20 Tax	124.80
1/21	5.00 Parking	129.80

RECEIVING PAYMENTS FOR HOTEL BILLS

OBJECTIVE

GIVEN folios and methods of payment for three guests,

FIGURE THE AMOUNT OF CHANGE DUE EACH GUEST, AND PREPARE A CHARGE SLIP FOR ANY GUEST WHO PAYS WITH A CHARGE CARD.

THE CORRECT AMOUNT OF CHANGE (including coins and bills) should be figured for each guest. THE CHARGE SLIP should be completed without error.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that using the proper way to count out change reduces the chance for error and helps the customer determine whether he/she is receiving the correct amount due.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheet	
RECEIVING PAYMENTS FROM GUESTS	1
Student Self-Check	
MAKING CHANGE AND PREPARING CHARGE SLIPS	4
Instructor's Final Checklist	
RECEIVING PAYMENTS FOR HOTEL BILLS	5

CHECK-OUT ACTIVITIES

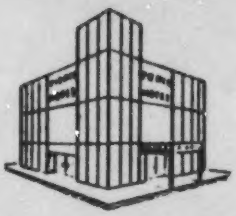
Your instructor will provide folios and methods of payment for three guests.

Figure the amount of change due each guest, and indicate the coins and bills used to make the change. Prepare a charge slip for any guest who pays with a charge card.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. You may have students take turns reading aloud to the class.	Instruction Sheet I	
2	Discuss the information presented in Instruction Sheet I: (1) Methods of payment (2) Making and counting out change (3) Reading a foreign currency conversion table (4) Making out charge slips		
3	Demonstrate making and counting out change. Present problems and have students practice making and counting out change.	Coins and currency (authentic or play money)	
4	Provide each student two charge slips. Explain the directions in Student Self-Check I: Coins and bills are to be listed in the order in which they would be counted out to the customer. When students have completed the Self-Check have a class discussion about each problem.	Student Self-Check I Charge slips (Master copy is in this section.)	
5	Provide each student a copy of the Check-Out Activity Sheets, and have him/her complete them.	Check-Out Activity Sheets (Master copy is in this section.)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Use the Suggested Answer Key to check each student's work.	Suggested Answer Key	
	Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

CHARGE SLIP



DATE		INITIAL	
	DESCRIPTION		AMOUNT
		TOTAL	

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

Instructor's Final Checklist

RECEIVING PAYMENTS FOR HOTEL BILLS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In receiving payments for hotel bills, the student:	Accomplished	Not Accomplished
1. Figured the correct amount of change due each guest	[ ]	[ ]
2. Indicated the correct amount of coins	[ ]	[ ]
3. Indicated the correct amount of bills	[ ]	[ ]
4. Prepared a charge slip for the guest who used a charge card	[ ]	[ ]
5. Completed the charge slip without error	[ ]	[ ]

Check-Out Activity

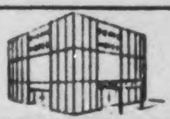
RECEIVING PAYMENTS FOR HOTEL BILLS

Study each folio and method of payment below. Write the amount of change due each guest, and indicate the coins and bills that can be used to make the change. Prepare a charge slip for the guest who uses a charge card.

NAME Jane Palmer ROOM 918
RATE 32.50 TAX 1.30 NO. PERS. 1
ADDRESS 211 Maple Ave.
Richmond, Virginia 23219

DATE IN 12/13 DATE OUT 12/14

Date	Charge	Balance
12/13	32.50 Room 1.30 Tax	33.80
12/13	3.15 Cof. Shop	36.95
12/13	3.10 Cof. Shop	40.05
12/14	3.47 Cof. Shop	43.52



1. Pays with three twenty-dollar bills.

Change due: ____________________

Coins: ____________________

____

Bills: ____________________

____

2. Pays with check for $100.00.

Change due: ____________________

Coins: ____________________

____

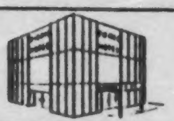
Bills: ____________________

____

NAME James Carnes ROOM 504
RATE 38.00 TAX 1.50 NO. PERS. 2
ADDRESS 1382 Peach Street
Atlanta, Georgia 30304

DATE IN 9/21 DATE OUT 9/23

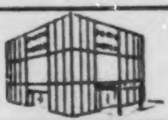
Date	Charge	Balance
9/21	38.00 Room 1.50 Tax	39.50
9/21	3.36 Cof. Shop	42.86
9/21	1.50 Parking	44.36
9/22	38.00 Room 1.50 Tax	83.86
9/22	2.68 Cof. Shop	86.54
9/22	1.50 Parking	88.04



NAME Mike Bates ROOM 423
RATE 30.00 TAX 1.20 NO. PERS. 1
ADDRESS 127 Longview
Louisville, Kentucky 40201

DATE IN 1/18 DATE OUT 8/22

Date	Charge	Balance
1/18	30.00 Room 1.20 Tax	31.20
1/19	30.00 Room 1.20 Tax	62.40
1/20	30.00 Room 1.20 Tax	93.60
1/21	30.00 Room 1.20 Tax	124.80
1/21	5.00 Parking	129.80



5. Uses charge card to pay bill.

Change due: ____________________

Coins: ____________________

____

Bills: ____________________

____

Sign the guest's signature on this charge slip.

MIKE BATES
048 25 673

DATE		INITIAL	
	DESCRIPTION		AMOUNT
		TAX	
		TOTAL	

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

SUGGESTED ANSWER KEY*

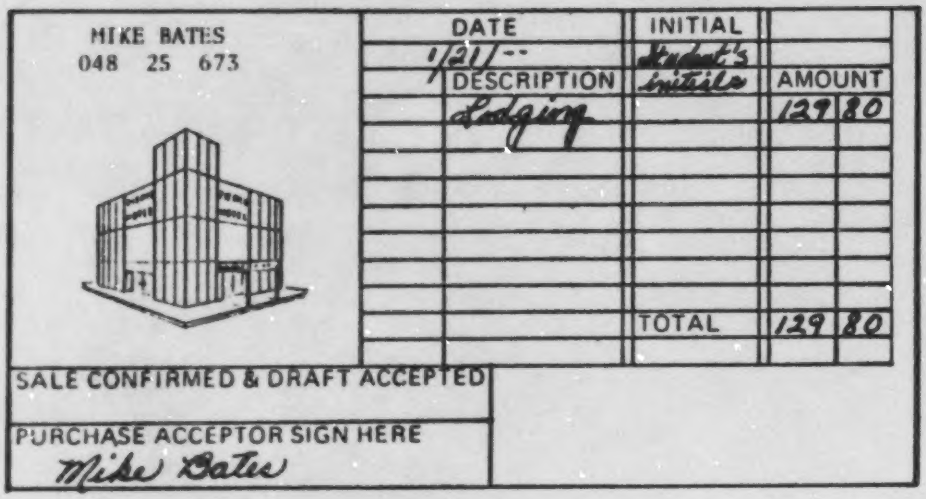
Check-Out Activity

RECEIVING PAYMENTS FOR HOTEL BILLS

1. Jane Palmer: Change due: $16.48
   Coins: 3 pennies, 2 dimes, 1 quarter
   Bills: 1 one, 1 five, 1 ten

2. James Carnes: Change due: $11.96
   Coins: 1 penny, 2 dimes, 1 quarter, 1 half dollar
   Bills: 1 one, 1 ten

3. Mike Bates: Change due: None
   Coins: None
   Bills: None



MIKE BATES
048 25 673

DATE	INITIAL		
1/21/--	Student's initials		
DESCRIPTION		AMOUNT	
Lodging		129	80
	TOTAL	129	80

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE
Mike Bates

---

*Coins and bills may vary. The important point is to assure that they amount to the correct amount of change due the guest.

USHERING GUESTS TO THEIR ROOMS

OBJECTIVE

GIVEN a guest, luggage, and room key,

USHER THE GUEST TO A ROOM ON THE LOBBY LEVEL.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn to keep a friendly and helpful attitude when dealing with the public.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. USHERING A GUEST TO A ROOM	1
Instructor's Final Checklist	
USHERING GUESTS TO THEIR ROOMS	5

CHECK-OUT ACTIVITIES

You will be provided a guest, luggage, and room key.

Usher the guest to a room on the lobby level.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the information presented in the Instruction Sheet. Have students name various items hotel guests carry with them, such as: luggage of different sizes and shapes, suit bags, briefcases, books, etc. Encourage students to share personal experiences they have had with bellpersons.	Instruction Sheet I	
2	Make a list of typical hotel room numbers. (Include three and four-digit numbers.) Have students name the floor on which the room would be located. AND/OR Students can collect floor plans or maps of lodging facilities. Have them identify the various kinds of rooms with which bellpersons should be familiar.	Hotel room numbers Floor plans or maps of lodging facilities (often available at front desk or on rack of brochures in lobby)	
3	Demonstrate how to carry three pieces of luggage at one time. Place a piece under one arm and one piece in each hand.	At least three pieces of luggage	
4	Have students practice carrying luggage and ushering guests to a room. You may prefer they practice at home.	Luggage, garment bags, room with door key, guest	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCS AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have students usher a guest to a room on lobby level (an elevator is not required at this floor level). Use the Instructor's Final Checklist to evaluate each student's performance. NOTE: You may prefer having students do this activity at home. In this case, a parent can complete and sign the Instructor's Final Checklist.	Guest, luggage, room with door key Instructor's Final Checklist	

Instructor's Final Checklist

USHERING GUESTS TO THEIR ROOMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In ushering a guest to the room, the student:

	Accomplished	Not Accomplished
1. Smiled and extended a polite greeting	☐	☐
2. Picked up all luggage	☐	☐
3. Requested the room key	☐	☐
4. Guided the guest to the room, walking slightly ahead of him/her	☐	☐
5. Unlocked the door	☐	☐
6. Turned on the light	☐	☐
7. Placed the luggage in an acceptable place	☐	☐
8. Politely ushered the guest into the room	☐	☐
9. Did not request a tip	☐	☐
10. If tip was offered, accepted it with thanks	☐	☐
11. Wished the guest a nice visit and offered further assistance	☐	☐
12. Exited the room and closed the door quietly	☐	☐

RECORDING WAKE-UP REQUESTS

OBJECTIVE

GIVEN wake-up requests and wake-up forms,

RECORD EACH REQUEST.

EACH ROOM NUMBER must be recorded at the wake-up time requested.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the importance of being willing to fulfill the services provided by the employer and expected by the customer.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. HANDLING WAKE-UP REQUESTS	1
Instructor's Final Checklist	
RECORDING WAKE-UP REQUESTS	3

CHECK-OUT ACTIVITIES

Your instructor will provide wake-up requests and wake-up forms.

Record each wake-up request.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the information presented: (1) The wake-up call routine (2) The wake-up form (3) The disadvantages to the guest if the telephone operator fails to make the wake-up call requested.	Instruction Sheet I	
2	Divide class in small groups for this learning activity. Have students draw their own wake-up forms. In each group, students can take turns playing the role of front desk telephone operator while others make wake-up requests. Allow time for the class as a whole to share experiences in requesting and recording wake-up calls. NOTE: Using the telephone may be incorporated into this activity. Set up teletrainer, or other telephone set-ups, and have students use the telephone to request and record wake-up requests.	Telephone set-up	
3	Have students record the wake-up requests. Use the Answer Key to check each student's work. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master copy is in this section.) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

RECORDING WAKE-UP REQUESTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In recording wake-up requests, the student recorded each room number at the time requested	[ ]	[ ]

Check-Out Activity

RECORDING WAKE-UP REQUESTS

Record each of the wake-up requests below. Use the forms at the bottom of the page.

1. "Could you ring Room 711 at 7:15?"
2. "This is Room 820. I would like for you to call me at 6:30 in the morning."
3. "I need to get up at 7:00 tomorrow morning. Can you give me a wake-up call? This is Room 1921."
4. "Ring Room 910 at 7:30 tomorrow morning, will you please."
5. "Will you please call me in Room 1012 early in the morning, about 6:30."
6. "Give Room 1504 a call about 7:00 in the morning, please."
7. "Will you please call Room 715 at 7:30 in the morning. Thank you."
8. "I would like for you to give me a wake-up call at 7:15 a.m., please. Room 405."

WAKE-UP

6:30 ____________________

____

7:00 ____________________

____

WAKE-UP

7:15 ____________________

____

7:30 ____________________

____

ANSWER KEY

Check-Out Activity

RECORDING WAKE-UP REQUESTS

Record each of the wake-up requests below. Use the forms at the bottom of the page.

1. "Could you ring Room 711 at 7:15?"
2. "This is Room 820. I would like for you to call me at 6:30 in the morning."
3. "I need to get up at 7:00 tomorrow morning. Can you give me a wake-up call? This is Room 1921."
4. "Ring Room 910 at 7:30 tomorrow morning, will you please."
5. "Will you please call me in Room 1012 early in the morning, about 6:30."
6. "Give Room 1504 a call about 7:00 in the morning, please."
7. "Will you please call Room 715 at 7:30 in the morning. Thank you."
8. "I would like for you to give me a wake-up call at 7:15 a.m., please. Room 405."

WAKE-UP

6:30 Room 820
Room 1012
7:00 Room 1921
Room 1504

WAKE-UP

7:15 Room 711
Room 405
7:30 Room 910
Room 715

HANDLING GUESTS' COMPLAINTS

OBJECTIVE

GIVEN cases of guests' complaints and possible solutions,

CHOOSE THE BEST SOLUTION TO EACH CASE AND GIVE BASIC PRINCIPLES WHICH APPLY.

YOUR SELECTIONS must fulfill the basic principles given.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the importance of maintaining good customer relations and yet staying within company policy.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. BASIC PRINCIPLES OF HANDLING COMPLAINTS	1
Student Self-Check	
I. HANDLING GUESTS' COMPLAINTS	3
Instructor's Final Checklist	
HANDLING GUESTS' COMPLAINTS	4

CHECK-OUT ACTIVITIES

Your instructor will provide cases of guests' complaints and possible solutions.

Choose the best solution, and give the basic principle of handling complaints which apply for each case.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss each basic principle presented, and have class determine the effect each principle could have on hotel-guest relations.	Instruction Sheet I	
2	Have students interview three people who have been guests in a hotel to determine possible problems that can be sources of complaints. You may want to have students interview each other. Allow students to share their findings in class.	Three interviewers	
3	Have students complete Student Self-Check I. When they have finished, discuss the case in class. NOTE: Since more than one solution may be acceptable, students' answers may vary. The important point is to insure that at least one basic principle of handling complaints has been applied.	Student Self-Check I	
4	Divide the class into groups of four to five students. Distribute the cases to each group of students. Allow approximately twenty minutes for the students to choose solutions and principles which apply to each situation. Explain to the	Check-Out Activity Sheets (Master copy is in this section.)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	class that they should be prepared to justify their selection.		
	Once students have selected the appropriate responses, review each case with the entire class. Students may role play each situation.		
	Check students answers with the Suggested Answer Key. (See NOTE under Learning Activity 3.)	Suggested Answer Key	
	Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

Instructor's Final Checklist

HANDLING GUEST'S COMPLAINTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In choosing the best solution for each complaint, the student:

	Accomplished	Not Accomplished
1. Selected a solution for each case	[ ]	[ ]
2. Gave the basic principles of handling complaints for each solution	[ ]	[ ]
3. Selected the solutions that best fulfilled the basic principles given	[ ]	[ ]

Check-Out Activity

HANDLING GUEST'S COMPLAINTS

Read the cases and solutions below. Decide which solution is best for each case. Also determine the basic principle(s) of handling complaints your selection covers. WRITE YOUR ANSWERS ON YOUR OWN PAPER.

Case 1

You are employed as front desk clerk at the Mountain Hotel. You have undergone one week's training in front office procedures. As part of your training, you were taught to "sell up," that is, to try to sell customers the more expensive rooms in the hotel.

It is your first day alone at the front desk. A woman approaches the front desk and tells you that she would like to reserve a double room for her daughter and future son-in-law for the evening after their wedding. Recognizing that this is a good opportunity to "sell up," you suggest that she get The Continental Bridal Special for $65.00 per night. The woman seems quite interested and asks what "the special" includes. However, you do not remember what it includes. What should you do now?

1. Tell the woman that you don't know, but will find out later and call her back.
2. Tell the woman that it's a surprise.
3. Tell the woman that you don't know, but will now contact someone in the hotel who will provide her with that information.
4. Tell the woman that she should come back when someone else is on the front desk.
5. Tell the woman that you will get in trouble if you ask and she should call back later.

Case 2

You have just received a phone call from one of the guests. It seems that the guest had planned to check out at the regular hotel check-out time of 1:00 p.m., but now finds that she will have to stay until 2:00 p.m. because of a luncheon meeting. Therefore, the guest would like to check out at 2:00 instead of 1:00. You check the room rack and the reservation file and see that all rooms are needed for the night. What should you do?

1. Allow the guest to check out at 2:00 at no extra charge.
2. Allow the guest to check out at 2:00 with an extra charge of $5.00.
3. Politely explain to the guest that all of the rooms are reserved. However, the guest may check out at 1:00 and leave the bags with the bellperson until 2:00.
4. Tell the woman she can stay in the room until the new occupant checks in.
5. Tell the guest that "rules are rules" and she'll just have to get out.

Case 3

You have just received a phone call from one of the guests who is complaining because there are no clean towels in the room. The guest needs the towels immediately since he plans to go out shortly. Although each room is supplied with two towels, the guest used them both the previous night. The guest has tried, without success, to reach the Housekeeping Department for delivery of additional towels. What should you tell the guest?

1. Politely inform the guest that each room is supplied with only two towels, and the guest should not have used them both.
2. Politely inform the guest that it will not be possible to bring any more towels to the room since the housekeepers are busy.
3. Tell the guest that the housekeepers are now working in the rooms of the hotel, and suggest that the guest try to find a housekeeper.
4. Apologize for the inconvenience and tell the guest that towels will be delivered as soon as possible. Then either call or dispatch someone to Housekeeping to take towels to the guest.
5. Apologize for the inconvenience and tell the guest you will personally bring the towels. Then leave the desk and get towels for the guest.
6. Tell the guest that towels are not your concern and for him to keep trying Housekeeping.

*Adapted from Occupational Preparation in Hospitality and Recreation, U.S. Office of Education, 1976.

SUGGESTED ANSWER KEY

Check-Out Activity

HANDLING GUESTS' COMPLAINTS

Case 1

Suggested Correct Action:

#3. Tell the woman that you don't know, but will now contact someone in the hotel who will provide her with that information.

Basic Principles of Handling Complaints:

1. Tell the truth in a way the guest can understand. Avoid tricky answers and schemes.
2. If you do not have the answer, consult with someone who can help you.
3. Strive to keep good relations with the guest.

Case 2

Suggested Correct Action:

#4. Politely explain to the guest that all of the rooms are reserved. However, the guest may check out at 1:00 and leave the bags with the bellperson until 2:00.

Basic Principles of Handling Complaints:

1. Know the hotel policies and act within them.
2. Accomodate the guest if at all possible even if the request is against hotel policy. Suggest correct action if you can.
3. Strive to keep good relations with the guest.

Case 3

Suggested Correct Action:

#4. Apologize for the inconvenience, and tell the guest that you will have towels delivered as soon as possible. Then either call or dispatch someone in Housekeeping to bring towels to the guest.

Basic Principles of Handling Complaints:

1. When the complaint involves another department in the hotel, take the complaint, assure the guest the problem with be handled, and contact the department yourself.
2. Strive to keep good relations with the guest.

Instructor's Guide Sheet — Task Assignment Sheet PA-HR-10

READING MUSIC

OBJECTIVE

GIVEN the notes of the chorus of a simple song,

WRITE THE NAME OF EACH NOTE.

AT LEAST TWENTY OF THE NOTES should be named correctly.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will have more understanding and appreciation of the hard work and study involved in becoming an accomplished musician.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. READING NOTES	1
Student Self-Check	
I. READING A MUSICAL STORY	2
II. WRITING NOTES	3
Instructor's Final Checklist	
READING MUSIC	5

CHECK-OUT ACTIVITIES

Your instructor will provide the notes to the chorus of "Yankee Doodle."

Write the name of each note.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may prefer to study and discuss Instruction Sheet I as a class. To summarize the discussion, have students try the activity suggested at the end of the Instruction Sheet.	Instruction Sheet I	
2	Have students complete the musical story in Student Self-Check I. This activity is appropriate for small-group work.	Student Self-Check I	
3	Have students complete a musical staff and draw the notes that are suggested in this Self-Check. The G clef is rather difficult to draw. Students may need assistance in this activity.	Student Self-Check II	
4	If there are musicians in the class who can sing, play an instrument, or compose music, you may want to arrange for them to perform for the class.	Student musicians	
5	Have students name the notes to the chorus of "Yankee Doodle." Use the Answer Key to check each student's work. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master copy is in this section.) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

READING MUSIC

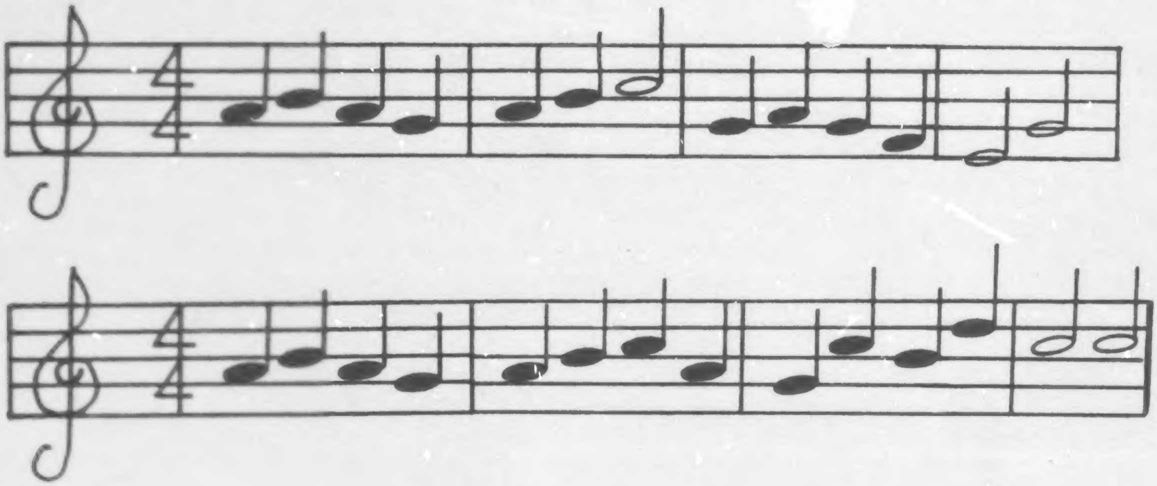
Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In naming the notes to the chorus of "Yankee Doodle," the student named at least twenty of the notes correctly	[ ]	[ ]

Check-Out Activity

READING MUSIC

These are the notes to the chorus of "Yankee Doodle." Write the name of each note below the staff.

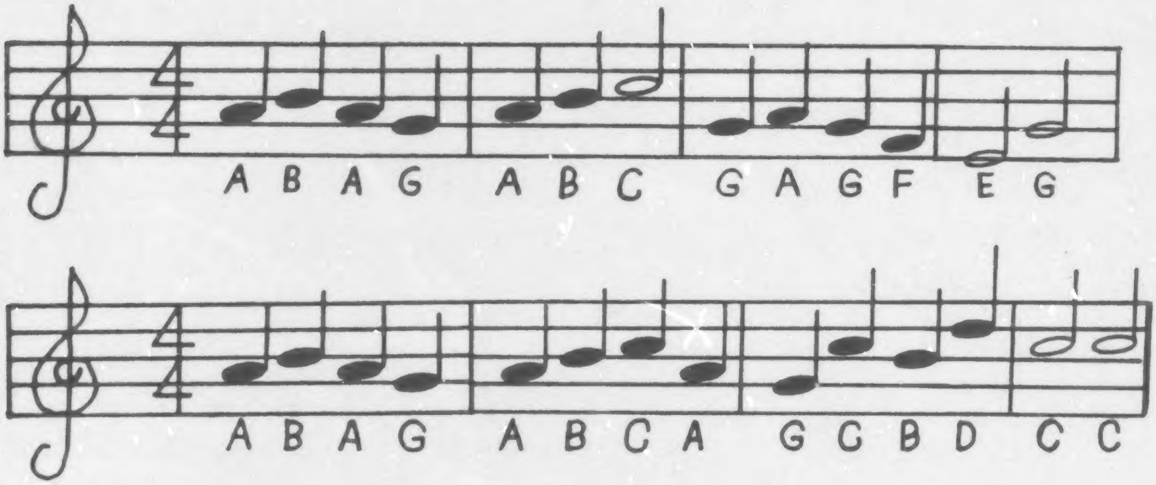


ANSWER KEY

Check-Out Activity

READING MUSIC

These are the notes to the chorus of "Yankee Doodle." Write the name of each note below the staff.


A B A G A B C G A G F E G
A B A G A B C A G C B D C C

DIVIDING FEES RECEIVED FOR PERFORMING

OBJECTIVE

GIVEN five cases concerning fees for performing,

FIGURE THE BREAKDOWN OF FEES FOR EACH CASE.

AT LEAST FOUR OF THE CASES must be figured correctly.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will become aware that professional musicians often must share the fees received for performing to defray expenses and to pay commissions.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. DIVIDING FEES	1
Student Self-Check	
I. FIGURING BREAKDOWN OF FEES	2
Instructor's Final Checklist	
DIVIDING FEES RECEIVED FOR PERFORMING	4

CHECK-OUT ACTIVITIES

Your instructor will provide cases concerning fees for performing.

Figure the breakdown of fees for each case.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I.	Instruction Sheet I	
	Discuss: (1) How performance fees are used to benefit all members of the band. (2) How fees usually are broken down by percentages.		
	It may be necessary to have a review of figuring percentages.	Percentage problems	
	To reinforce the information presented in this Instruction Sheet, invite a resource person to talk with the class about his/her work—agents, fees, commissions, expenses, etc.	Professional performing musician	
2	Have students work problem 1 on their own, and discuss the answers.	Student Self-Check I	
	Go over problem 2 before students attempt to solve it. After they have completed it, discuss the answers.		
3	The purpose of this activity is to provide hands-on experiences in applying the learnings presented in this Task Assignment Sheet.		
	Obtain play money. (You or the class may make some.)	Play money	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Follow this procedure: a. Divide the class into small groups, each group representing a small-band crew: Agent, leader, performers. b. Pay each group a fee. c. Let groups determine how the fee will be divided in order to pay the agent, overhead expenses, the band leader, and the performers. d. Have groups figure amount each member receives. e. Have agents pay each member the correct amount. Conduct a class discussion on the groups' experiences.		
4	Have students work the problems in the Check-Out Activity Sheets. Use the Answer Key to check each student's work. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheets (Master copy is in this section.)	

Instructor's Final Checklist

DIVIDING FEES RECEIVED FOR PERFORMING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In figuring the breakdown of fees, the student figured at least four of the five cases correctly	[ ]	[ ]

Check-Out Activity

DIVIDING FEES RECEIVED FOR PERFORMING

Figure the breakdown of each of the following fees. USE YOUR OWN PAPER.

1. A small band consisting of three members and a leader performed for a fee of $500. Figure the fee breakdown:

   a. Agent - 10% $_________
   b. Overhead - 10% $_________
   c. Leader - 20% $_________
   d. Each performer - 20% $_________

2. A band consisting of four members and a leader performed for a fee of $425. Figure the fee breakdown:

   a. Agent - 15% $_________
   b. Overhead - 5% $_________
   c. Leader - 20% $_________
   d. Each performer - 15% $_________

3. A five-piece band played for a fee of $365. Figure the fee breakdown.

   a. Agent - 15% $_________
   b. Overhead - 10% $_________
   c. Leader and performer - 15% $_________

4. Five performers and one leader performed for a fee of $600. Figure the fee breakdown:

   a. Agent - 10% $_________
   b. Overhead - 5% $_________
   c. Leader - 25% $_________
   d. Performers - 12% $_________

5. An agent booked a small band of four performers and one leader for a fee of $250. Figure the fee breakdown:

   a. Agent - 10% $_________
   b. Overhead - 10% $_________
   c. Leader - 20% $_________
   d. Performers - 15% $_________

ANSWER KEY

Check-Out Activity

DIVIDING FEES RECEIVED FOR PERFORMING

Figure the breakdown of each of the following fees. USE YOUR OWN PAPER.

1. A small band consisting of three members and a leader performed for a fee of $500. Figure the fee breakdown:

a. Agent - 10%	$ 50.00
b. Overhead - 10%	$ 50.00
c. Leader - 20%	$ 100.00
d. Each performer - 20%	$ 100.00

2. A band consisting of four members and a leader performed for a fee of $425. Figure the fee breakdown:

a. Agent - 15%	$ 63.75
b. Overhead - 5%	$ 21.25
c. Leader - 20%	$ 85.00
d. Each performer - 15%	$ 63.75

3. A five-piece band played for a fee of $365. Figure the fee breakdown.

a. Agent - 15%	$ 54.75
b. Overhead - 10%	$ 36.50
c. Leader and performer - 15%	$ 54.75

4. Five performers and one leader performed for a fee of $600. Figure the fee breakdown:

a. Agent - 10%	$ 60.00
b. Overhead - 5%	$ 30.00
c. Leader - 25%	$ 150.00
d. Performers - 12%	$ 72.00

5. An agent booked a small band of four performers and one leader for a fee of $250. Figure the fee breakdown:

a. Agent - 10%	$ 25.00
b. Overhead - 10%	$ 25.00
c. Leader - 20%	$ 50.00
d. Performers - 15%	$ 37.50

DANCING

OBJECTIVE

GIVEN illustrations of body movements for a ballet, a tap, and a jazz dance routine,

PERFORM ONE OF THE ROUTINES.

YOUR PERFORMANCE should correspond to the body movements illustrated for the dance.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that a performing artist must be willing to spend many hours of persistent practice and hard work.
--Students will recognize and appreciate outstanding dancing performance.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. BALLET POSITIONS	1
II. TAP DANCE	2
III. JAZZ DANCE	3
Instructor's Final Checklist	
DANCING	5

CHECK-OUT ACTIVITIES

Perform one of the following dance routines:

1. The five basic ballet positions
2. The shuffle-ball change (Tap)
3. Knee pops (Jazz)

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the movements for the five basic ballet positions. Discuss each position illustrated and described. Explain that each basic position is preceded by a preparation position. If possible, arrange to have a resource person demonstrate the ballet positions. The class may go through the routine as it is being demonstrated.	Instruction Sheet I Suggested Resource Persons: Ballet dancer Ballet teacher Ballet student	
2	Have students study the steps for the tap dance step, shuffle-ball change. Discuss each step illustrated and described. Be sure that students understand the step is a continuous movement and not separate movements as illustrated. If possible, arrange to have a resource person illustrate the steps for the routine. The class may go through the routine as it is being demonstrated.	Instruction Sheet II Suggested Resource Persons: Tap dancer Tap dance teacher Tap dance student Choreographer	
3	Have students study the movements for the jazz dance step, knee pops. Discuss each movement illustrated and described. As with tap dance, explain that the step is a continuous movement and not separate movements as illustrated.	Instruction Sheet III	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	If possible, have a resource person demonstrate the knee pop movements. The class may go through the routine as it is being demonstrated.	Suggested Resource Persons: Jazz dancer Jazz dance teacher Jazz dance student Choreographer	
4	Let each student choose the dance step he/she prefers and practice the movements. Some students may elect to work in groups. (If your class schedule does not permit time for practice in class, you may request that students practice at home.)		
5	Allow students to perform individually or in groups, as they choose. Use the Instructor's Final Checklist to evaluate each student's performance.	Instructor's Final Checklist	

Instructor's Final Checklist

DANCING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student performed one of the following dance routines according to the pattern illustrated and described in this task assignment sheet:

	Accomplished	Not Accomplished
1. The five basic ballet positions......................	[ ]	[ ]
2. The shuffle-ball change..............................	[ ]	[ ]
3. Knee pops..	[ ]	[ ]

IDENTIFYING STAGE AREAS

OBJECTIVE

GIVEN a stage floor plan,

LABEL EACH AREA OF THE STAGE.

AT LEAST SEVEN of the nine areas must be labeled correctly.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand that skills which often seem simple--such as standing on the correct area of the stage--are crucial to the overall production.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. LOCATING STAGE AREAS	1
Instructor's Final Checklist	
IDENTIFYING STAGE AREAS	3

CHECK-OUT ACTIVITIES

Your instructor will provide a stage floor plan.

Label each of the nine stage areas.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study Instruction Sheet I. Discuss the information presented. Be sure the students know that the stage area closest to the audience is "downstage" and the area closest to the backstage is "upstage." "Right and "left" are from the perspective of the actor as he/she faces the audience. Explain the effect of having one's back to the audience—right stage and left stage areas are reversed. Have students share experiences related to attending a stage play.	Instruction Sheet I	
	To reinforce the information, invite a resource person to demonstrate how to move through the stage areas.	Suggested Resource Persons: Actor Drama teacher Drama coach Director	
2	Have groups of students create their own stages by labeling the areas on pieces of cardboard or construction paper and taping them together. (NOTE: If you have access to a stage, students can mark each area with masking tape or chalk.) To give students experience in moving through the stage areas, have group members take turns standing on the stage areas indicated by their leader.	8½" X 11" cardboard or construction paper Marking pens Masking tape	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
3	Have students label the stage areas on the Check-Out Activity Sheet.	Check-Out Activity Sheet (Master copy is in this section.)	
	Use the Answer Key to check each student's work.	Answer Key	
	Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

Instructor's Final Checklist

IDENTIFYING STAGE AREAS

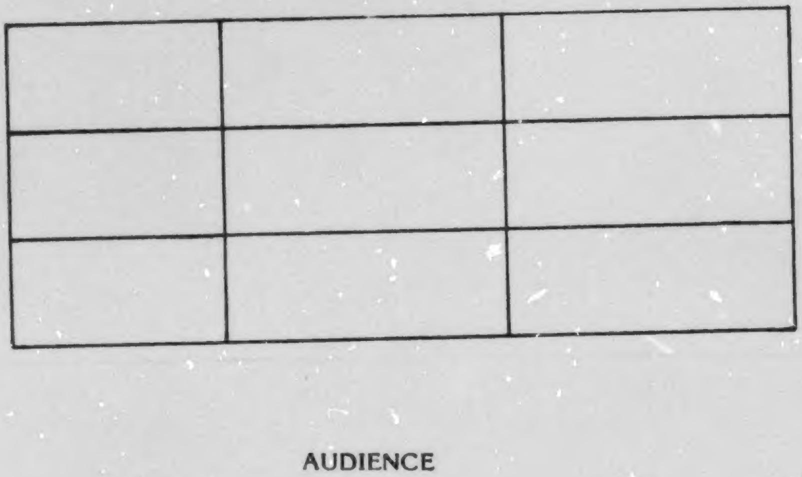
Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student labeled at least seven of the nine stage areas correctly	[ ]	[ ]

Check-Out Activity

IDENTIFYING STAGE AREAS

Label each stage area on the floor plan below.



ANSWER KEY

Check-Out Activity

IDENTIFYING STAGE AREAS

Label each stage area on the floor plan below.

UPSTAGE RIGHT	UPSTAGE CENTER	UPSTAGE LEFT
CENTER RIGHT	CENTER STAGE	CENTER LEFT
DOWNSTAGE RIGHT	DOWNSTAGE CENTER	DOWNSTAGE LEFT

AUDIENCE

DEMONSTRATING BASIC STAGE BODY POSITIONS

OBJECTIVE

DICTATED five basic stage body positions,

DEMONSTRATE EACH POSITION.

AT LEAST FOUR of the positions must be demonstrated with accuracy.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the importance of body positions to the success of a performance.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. BASIC STAGE BODY POSITIONS	1
Instructor's Final Checklist	
DEMONSTRATING BASIC STAGE BODY POSITIONS	5

CHECK-OUT ACTIVITIES

Your instructor will dictate the basic stage body positions.

Demonstrate each position as it is dictated.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the pictures and read Instruction Sheet I. Discuss the importance of body positions to the success of a performance.	Instruction Sheet I	
2	Demonstrate the five basic body positions for the class, or Invite a resource person to demonstrate the body positions and share with the class experiences in performing.	Suggested Resource Persons: Professional actor Professional dancer Professional vocalist Drama teacher Drama coach Director	
3	Have students view a performance at school or at home to identify the basic body positions. Have them report to the class, giving the name of the performance and a situation in which each body position was used.	TV or stage performance	
4	Allow students time to practice the body positions in class, or have them practice at home.		
5	Divide the class into small groups. Dictate the five body positions as members of each group demonstrate them together. Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

Instructor's Final Checklist

DEMONSTRATING BASIC STAGE BODY POSITIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student accurately demonstrated four of the five basic stage body positions	[ ]	[ ]

SPEAKING AT A PROPER RATE OF DELIVERY

OBJECTIVE

GIVEN a passage of approximately 145 words,

READ THE PASSAGE ALOUD.

The entire passage should be read clearly and distinctly in one minute.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that speaking is more effective when the delivery is clear, distinct, and at the proper rate--appromixately 125-150 words per minute.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
SPEAKING AT A PROPER RATE OF DELIVERY	3

CHECK-OUT ACTIVITIES

Read aloud the passage, "The Face of a Clock," which you have been practicing. Finish the reading near the one-minute mark.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Duplicate the passage, "The Face of a Clock," and distribute it to the class. Have students read the passage for one minute. If they finish before one minute, they should begin at the beginning again. Have them say each word, either aloud or whispering. To determine the normal reading rate, have each student count the number of words read within the minute.	"The Face of a Clock" (Master copy is in this section.) Clock or watch with second hand or stopwatch	
2	Explain that an actor's proper speaking rate is from 125 to 150 words a minute. The passage the students read is approximately 145 words, and they should be able to read it aloud in approximately one minute. They must speak clearly and distinctly. Have them practice reading the passage until they can finish near the one-minute mark. You may want them to practice at home.	"The Face of the Clock" Clock or watch with second hand or stopwatch	
3	For the Check-Out Activity, you may: a. Have each student read individually. b. Divide the class into small groups, and let each member take turns reading while others time him/her and determine	"The Face of a Clock" Clock or watch with second hand or stopwatch	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	whether words are spoken clearly and distinctly. c. Have students read at home and have a parent complete the Instructor's Final Checklist.		
	Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

THE FACE OF A CLOCK

The face of a clock is much like a ruler. At midnight, it measures off another day. You are one day closer to fulfilling your dream. . .whatever it might be. Time waits for no one. It gives you only the time to tackle the tasks that await you.

Before the clock finishes measuring this day, ask yourself what you have done to come closer to fulfilling your dream. Just what did you learn today that you did not know yesterday? How did you use that new knowledge? Did you do anything to make you a better person?

The clock keeps busy. So it must be with you. You must learn how to live life to its fullest--to solve problems, to enjoy music and dance, and to appreciate drama to its fullest. You cannot do these things if you put them off until tomorrow.

Instructor's Final Checklist

SPEAKING AT PROPER RATE OF DELIVERY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reading the passage, "The Face of a Clock," the student:

	Accomplished	Not Accomplished
1. Read the passage near the one-minute mark	[ ]	[ ]
2. Spoke clearly and distinctly	[ ]	[ ]

PERFORMING SPECIAL STAGE ACTIONS

OBJECTIVE

ASSIGNED a special stage action,

PERFORM THE ACTION.

THE ACTION should appear realistic to the audience, and you or your partner should be free of injury.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that becoming skillful in any activity requires a tremendous amount of concentration and consistent practice.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
1. FALLING, FIGHTING, AND SLAPPING ON STAGE	1
Instructor's Final Checklist	
PERFORMING SPECIAL STAGE ACTIONS	4

CHECK-OUT ACTIVITIES

Perform the special stage action you selected in Learning Activity 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the pictures and read Instruction Sheet I. Discuss the steps required for performing each action. Emphasize the importance of practicing an activity until skill is attained. Let students share observations of special actions on TV, stage, arena, etc.	Instruction Sheet I	
2	Invite a resource person to demonstrate falling, fighting, and slapping on stage. or Have students observe and report on the special actions in plays on TV, theater, playhouses, etc.	Suggested Resource Persons: Actor Drama teacher Drama coach Director	
3	Allow each student to select one of the special actions to perform and practice in class or at home. NOTE: Fighting and slapping require two performers. A student may choose only one of the roles in slapping, either the one who does the slapping or the victim.		
4	Have each student perform the special action he/she selected in Learning Activity 3. Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	

Instructor's Final Checklist

PERFORMING SPECIAL STAGE ACTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In performing a special stage action, the student:

	Accomplished	Not Accomplished
1. Depicted it in a realistic manner	[ ]	[ ]
2. Was free from injury	[ ]	[ ]

USING PROPER BREATHING TECHNIQUES

OBJECTIVE

GIVEN a brief passage,

READ THE PASSAGE, USING PROPER BREATHING TECHNIQUES.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the importance of proper breathing techniques when speaking, particularly when speaking to an audience.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. BREATHING PROPERLY WHILE SPEAKING	1
Instructor's Final Checklist	
USING PROPER BREATHING TECHNIQUES	5

CHECK-OUT ACTIVITIES

Read the passage you selected in Learning Activity 4, using the proper breathing techniques.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have the students read Instruction Sheet I. Discuss the importance of breathing properly when speaking.	Instruction Sheet I	
2	Demonstrate the two breathing exercises presented in Instruction Sheet I.		
3	Have students practice the breathing exercise in Instruction Sheet I.	Instruction Sheet I	
4	Provide each student a brief reading passage or have him/her use one of his/her own. Have students practice reading the passages in class or at home. Stress the importance of using proper breathing techniques.	Brief reading passage for each student	
5	Have each student read the passage selected in Learning Activity 4. Use the Instructor's Final Checklist to evaluate each student.	Reading passages Instructor's Final Checklist	

Instructor's Final Checklist

USING PROPER BREATHING TECHNIQUES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

While reading the passage, the student:

	Accomplished	Not Accomplished
1. Stood straight	[ ]	[ ]
2. Kept stomach contracted	[ ]	[ ]
3. Kept shoulders relaxed	[ ]	[ ]
4. Did not move shoulders when breathing	[ ]	[ ]
5. Breathed from the diaphragm	[ ]	[ ]
6. Breathed steadily and naturally	[ ]	[ ]
7. Spoke clearly and distinctly	[ ]	[ ]

READING LODGING BROCHURES

OBJECTIVE

GIVEN a case situation and a lodging directory,

CHOOSE THE MOST SUITABLE LODGING FOR THE CASE.

YOUR SELECTION must meet all the needs listed.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that lodging facilities offer different accommodations and vary in price range. Students will consult various lodging brochures to identify facilities that best meet their needs.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. LOCATING SUITABLE LODGING	1
Instructor's Final Checklist	
READING LODGING BROCHURES	3

CHECK-OUT ACTIVITIES

Your instructor will provide a case situation and a lodging directory.

Choose the most suitable lodging for the case.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	The information presented in this Instruction Sheet is somewhat involved. Go through it with the entire class. Insure that students are familiar with each part of the directory. To support the information in the directory, plan a class visit to a hotel/motel/lodge. Have students report on accommodations available and price ranges of rooms.	Instruction Sheet I Suggested Resources: Hotel Motel Lodge	
2	Have students collect brochures from several lodging facilities. Most facilities also provide directories free of charge. Divide class into small groups, providing each group with a brochure and/or directory for a lodging facility. Have the group identify accommodations available and room rates for the particular facility. As a class, compare accommodations and room rates of each lodging facility.	Hotel/motel/lodge brochures and directories	
3	Have students complete the Check-Out Activity. Use the Answer Key to check each student's answer. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheets (Master copy in this section.) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

READING LODGING BROCHURES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student selected the lodging that met all the needs listed in the case situation.	[ ]	[ ]

Check-Out Activity

READING LODGING BROCHURES

Choose the most suitable lodging for Mr. Johnson whose needs are described below. Use the directory on the next page.

Mr. Johnson is planning a meeting to be held in New Orleans, Louisiana. Here are some needs that must be considered when selecting lodging for the meeting:

1. The meeting is for handicapped people.
2. Mr. Johnson expects 275 people to attend. He must reserve a meeting room that accommodates that many people.
3. He plans to reserve a room for each two people, so he is requesting two double beds in each room. Funds are limited; he can afford to pay no more than $25.00 for each room reserved.
4. He will need the occasional use of a courtesy car while he is in New Orleans.

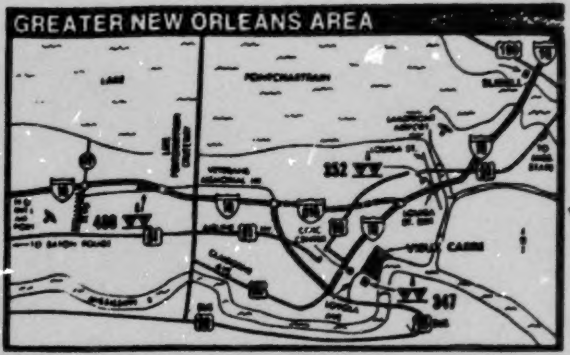
Write your selection ON YOUR OWN PAPER.

SYMBOLS, ABBREVIATIONS AND TERMS

F	Family Plan
H	Accommodations for Handicapped Persons
*M	Magic Kingdom Club Cards Honored Participating Motor Lodges Offer a Special Rate on Double-Occupied Rooms. Cardholder Must Make Advance Reservations and Identify Himself as a Club Member. Membership Card Must be Presented Upon Registration
*S	Seniors' Program—AARP/NRTA Cards Honored Participating Motor Lodges Offer a Special Rate on Double-Occupied Rooms. Cardholder Must Make Advance Reservations and Identify Himself as a Member. Membership Card Must be Presented Upon Registration
*A	Allstate Motor Club Cards Honored. Participating Motor Lodges Offer a Special Rate on Double-Occupied Rooms. Cardholder Must Make Advance Reservations and Identify Himself as a Member. Membership Card Must be Presented Upon Registration
A-20	20 Minute Drive from Airport to Motor Lodge (under normal conditions)
D-15	15 Minute Drive from Downtown Area of the City Designated at the Top of Map to Motor Lodge (under normal conditions)
Airpt. Limo.	Airport Limousine Service
Court. Car	Courtesy Car (No Charge)
Ind./Encl. Pool	Climate-Controlled Year-Round Swimming
Ldry.	Coin Operated Laundry
Lounge	Cocktail Lounge
Mtg. Rm.	Meeting Room
1 Bed	A Room with One Double-Size Bed
2 Doubles	A Room with Two Double Beds
Twins	A Room with Two Single Beds
Queen	Over-Size (width) Double Bed (Wider than Double)
King	Over-Size (width) Double Bed (Larger than Queen)
Exec	A Room with a Double Bed and a Single Sofa Bed (Ideal as a Combination Bedroom/Sitting Room
Suite	A Parlor Connected to One or More Bedrooms
Rolleway	A Portable Bed Sleeping One Adult or Child
Connecting Rooms	2 Rooms with Connecting Doors within each Room
Adjoining Rooms	Rooms that are Adjacent, Across or in Same General Vicinity of Each Other

*Guests are restricted to the use of only ONE (1) special rate program (M, S, or A above) when staying at a motor lodge

LOUISIANA



488-Airport-West

I-10 at Vets. Mem. Blvd.
[illegible] Vets. Memorial Blvd. ([illegible])
Tel. (504) [illegible]-5700® *Ron Roy, Host*

10 min. fr. Downtn. & French Qtr. Super Dome, Jefferson Downs, Pontchartrain Beach, Tulane Univ., City Park, U. N. O., 5 min. fr. Racetrack — Court. Car, Free Local Calls, Color TV, Lounge, Mtg. Rm. to 250. A-5, D-10

Rates F H S M A	
1 Person	17.00 to 19.00
2 Persons	20.00 to 24.00

Extra Person 4.00 Mardi Gras, Sugar Bowl Higher Rates — Contact Lodge Direct.

352-East

Immediately off I-10, Louisa St. Exit
4200 Old Gentilly Rd. (70126)
Tel. (504) 944-0151® *J. [illegible], Host*

Two-Story Garden Type—4 min. to French Qtr., Super Dome, Fairgrounds, Racetrack, Nr. Golf Course, Tours—Children's Pool, Free Local Calls, Babysitters, Public Transit, Color TV, Lounge, 24 Hr. Rest., Mtg. Rm. to 200, A-20, D-4.

Rates F S M A	1 Bed	2 Doubles
1 Person	19.00 to 23.00	27.00 to 31.00
2 Persons	23.00 to 27.00	27.00 to 31.00

Extra Per. 4.00. Spec. Rms. And Suites Avail. Spec. Events, Sugar Bowl, Super Bowl, Football Wknds., Mardi Gras: Higher Rates—Contact Lodge Direct.

347-Downtown

Downtown, in Civic Ctr. at the Super Dome
330 Loyola Ave. (70112)
Tel. (504) 581-1600® *Richard W. Benson, Host*

Overlooking Civic Center Gardens, Central Business District, Nr. French Quarter & Super Dome, All Tours — Color TV, Lounge, Free Self-Car Park, No Pets, Mtg. Rm. to 225, A-20

Rates F H A	Twins	2 Doubles	Spcl.
1 Person	25.00	26.00 to 27.00	30.00 to 35.00
2 Persons	33.00	36.00	36.00 to 46.00

Extra Per 5.00 Spcl. Rms., Suites, Mardi Gras, Sugar Bowl, Ftbll. Wknds.: Higher Rates Contact Lodge Direct.

286 SHREVEPORT

I-20, Airport Exit
5101 Monkhouse Dr. (71109)
Tel. (318) 635-8431® *Pat Robertson, Hostess*

La. St. Univ. S'port., Centenary Coll., La. St. Fair, Museum — Court. Car, Airpt. Limo, Lounge, Color TV, Playground, Mtg. Rm. to 250. A-1, D-10.

Rates F S M A	
1 Person	17.00 to 20.00
2 Persons	21.00 to 25.00

Extra Person 4.00 Ftball Games: Higher Rates.

MAINE

564-AUGUSTA

I-95 at Jct. US 27
Community Drive (04330)
Tel. (207) 622-4751® *Florence Emhoff, Hostess*

Adj. to Augusta Civic Center, State Capitol, Belgrade Lakes, Summer Camps, U.M.A., 1 hr. to Scenic Coast., Indoor Tennis Courts 10 min. — Color TV, Cocktl. Lounge, Rms. For Non-Smokers, Mtg. Rm. to 50, A-5, D-3

Rates F H S M A	
1 Person	16.00 to 21.00
2 Persons	20.00 to 24.00

Extra Person 5.00. Special Rooms Avail. Summer Camp Wknds: Contact Lodge Direct.

I-95 & US 2
250 Odlin Road (04401)
Tel. (207) 942-6301 *George R. Hennigan, Host*

U. of Maine Campus, Cascade Park — Color TV, Court. Car. Mtg. Rm. to 60, A-10, D-10.

Rates H	1 Bed		2 Doubles	
	1 Per.	2 Per.	1 Per.	2 Per.
Nov. 1-May 31	16.00	21.00	20.00	22.00
June 1-Oct. 31	19.50	24.00	21.00	28.00

Extra Person 4.00

BEST COPY AVAILABLE

ANSWER KEY

Check-Out Activity
READING LODGING BROCHURES

The most suitable lodging for Mr. Johnson is 488-Airport-West.

1. It accommodates handicapped people.
2. Its meeting room accommodates up to 350 people.
3. The rate for a 2-double bed room is from $20.00 to $26.00
4. A courtesy car is available free of charge.

TELLING TIME IN THE TIME ZONES

OBJECTIVE

GIVEN a time zone map and ten problems concerning the four U.S. time zones,

FIGURE THE TIME FOR THE TIME ZONES.

THE TIME MUST BE FIGURED CORRECTLY for at least eight of the problems.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that extra expenses and confusion can often be avoided by noting the varying times in the time zones.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. TIME ZONES IN THE U.S.	1
Instructor's Final Checklist	
TELLING TIME IN THE TIME ZONES	4

CHECK-OUT ACTIVITIES

Your instructor will provide a time zone map and problems dealing with the four time zones.

Solve each problem.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the map and read Instruction Sheet I. Discuss the time zones and the time in each zone.	Instruction Sheet I	
2	Prepare some problems dealing with the time zones. (Refer to the problems in the Check-Out Activity.) Have students work them as a class.	Problems dealing with time zones	
3	Have students make clocks with moving hands. Each clock should be labeled with one of the time zones. Let students experiment with time. Have one student call out one of the time zones. The other students set their clocks for the time it would be in their time zone. Let students take turns calling out the time.	Paper plates Construction paper Marking pens Paper fasteners	
4	Have students work the problems on the Check-Out Activity Sheet. Check each student's answers with the answer key. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master copy is in this section.) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

TELLING TIME IN THE TIME ZONES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

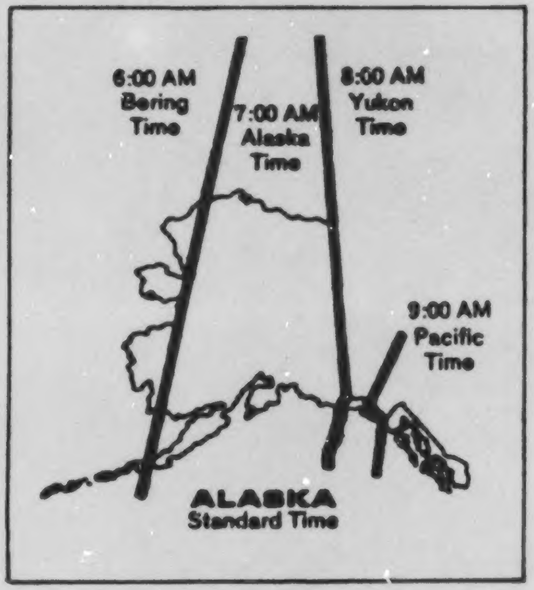
	Accomplished	Not Accomplished
The student solved correctly at least eight of the ten problems dealing with the time zones	[ ]	[ ]

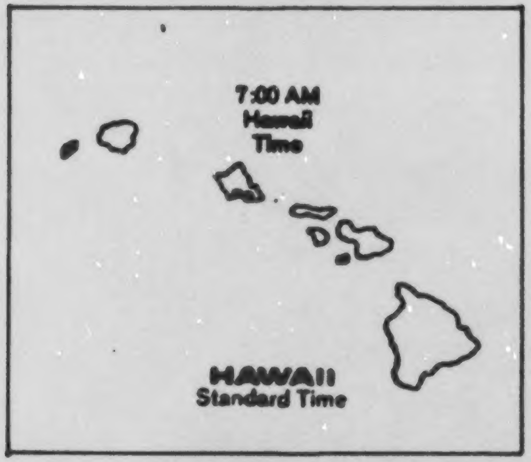
Check-Out Activity

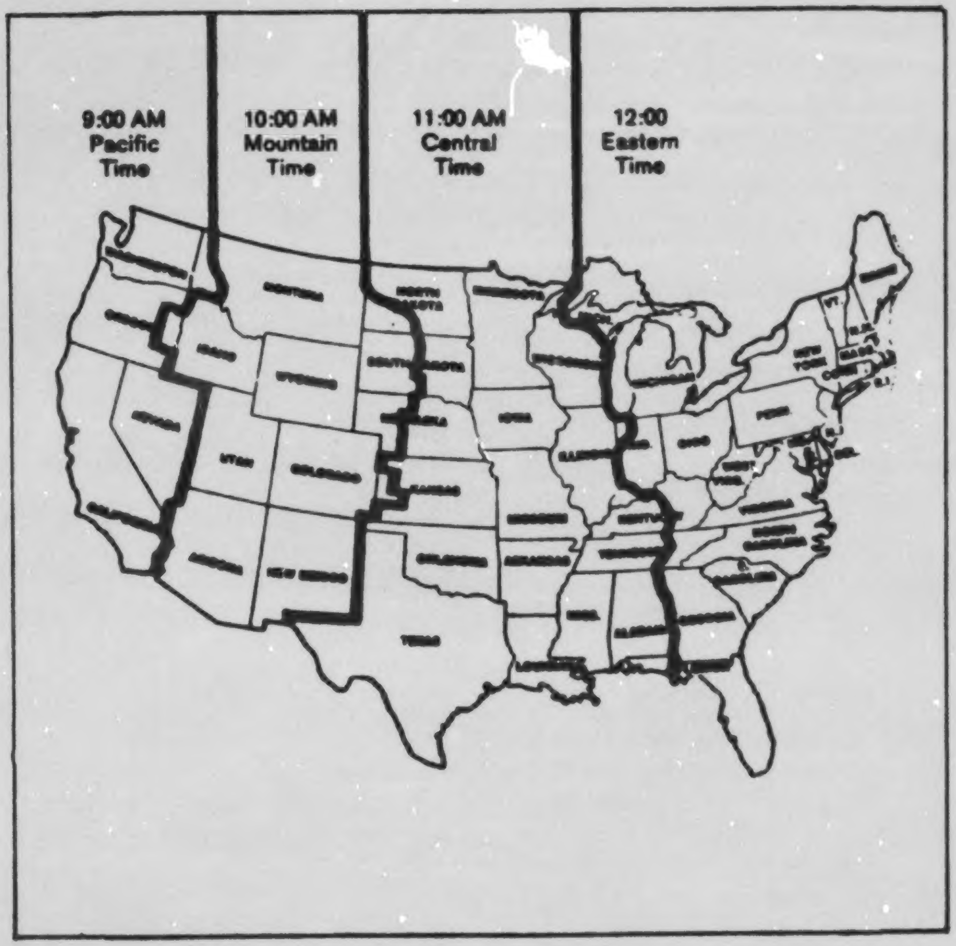
TELLING TIME IN THE TIME ZONES

Write the answer to each of the problems below. USE YOUR OWN PAPER. Refer to the time zone map on the next page.

1. It is 9:00 a.m. in Ohio. What time is it in Texas?
2. The baseball game starts at 7:00 p.m. in Los Angeles, California. What time do the people in Eastern Kentucky turn on TV to watch the game?
3. Mr. Brown leaves St. Louis, Missouri at 11:00 a.m. His plane lands in Austin, Texas one hour later. What time does he land?
4. A client asks the travel agent to schedule a flight to New York City. He must arrive there by 3:00 p.m., New York Time. If the flight takes three hours, what time must the client leave Colorado to get to New York on time?
5. A travel agent works for a travel agency in Iowa. She must place a call to Atlanta, Georgia at 2:00 p.m., Georgia time. What time does she place the call?
6. If it is 3:00 p.m. in Arkansas, what time is it in the state of Washington?
7. Ms. Barnes leaves New Mexico at 10:00 p.m. for Detroit, Michigan. Her flight takes four hours. What time does she arrive in Detroit?
8. If it is 12:00 midnight Eastern Time, what time is it in the Mountain Time Zone?
9. If it is 12:00 midnight Pacific Time, what time is it in the Eastern Time Zone?
10. A group of students leaves Florida at 9:00 a.m. They drive for six hours. What time will they arrive in Louisiana?


6:00 AM
Bering
Time
7:00 AM
Alaska
Time
8:00 AM
Yukon
Time
9:00 AM
Pacific
Time
ALASKA
Standard Time


7:00 AM
Hawaii
Time
HAWAII
Standard Time


9:00 AM
Pacific
Time
10:00 AM
Mountain
Time
11:00 AM
Central
Time
12:00
Eastern
Time

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ANSWER KEY

Check-Out Activity

TELLING TIME IN THE TIME ZONES

Write the answer to each of the problems below. USE YOUR OWN PAPER. Refer to the time zone map on the next page.

1. It is 9:00 a.m. in Ohio. What time is it in Texas? 8:00 a.m.
2. The baseball game starts at 7:00 p.m. in Los Angeles, California. What time do the people in Eastern Kentucky turn on TV to watch the game? 10:00 p.m.
3. Mr. Brown leaves St. Louis, Missouri at 11:00 a.m. His plane lands in Austin, Texas one hour later. What time does he land? 12:00 noon
4. A client asks the travel agent to schedule a flight to New York City. He must arrive there by 3:00 p.m., New York Time. If the flight takes three hours, what time must the client leave Colorado to get to New York on time? 10:00 a.m.
5. A travel agent works for a travel agency in Iowa. She must place a call to Atlanta, Georgia at 2:00 p.m., Georgia time. What time does she place the call? 1:00 p.m.
6. If it is 3:00 p.m. in Arkansas, what time is it in the state of Washington? 1:00 p.m.
7. Ms. Barnes leaves New Mexico at 10:00 p.m. for Detroit, Michigan. Her flight takes four hours. What time does she arrive in Detroit? 4:00 a.m.
8. If it is 12:00 midnight Eastern Time, what time is it in the Mountain Time Zone? 10:00 p.m.
9. If it is 12:00 midnight Pacific Time, what time is it in the Eastern Time Zone? 3:00 a.m.
10. A group of students leaves Florida at 9:00 a.m. They drive for six hours. What time will they arrive in Louisiana? 2:00 p.m.

READING FLIGHT SCHEDULES

OBJECTIVE

GIVEN a case situation, a flight schedule, and a flight information form,

COMPLETE THE FLIGHT INFORMATION FORM.

ALL SECTIONS of the form must be completed with the correct information from the flight schedule.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand that obtaining the correct information and preplanning can expedite travel.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. MAKING FLIGHT PLANS	1
Student Self-Check	
I. MAKING FLIGHT ARRANGEMENTS	2
Instructor's Final Checklist	
READING FLIGHT SCHEDULES	5

CHECK-OUT ACTIVITES

Your instructor will provide a case situation, a flight schedule, and a flight information form.

Use the flight schedule to find the information needed, and record it on the flight information form.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Go over Instruction Sheet I as a class. Call attention to the "Explanations" at the bottom of p. 3 of the Instruction Sheet. Arrange class time for students to relate experiences concerning taking a trip by plane. If possible, arrange a tour of an airlines. Have students pay particular attention to the flight schedules posted behind the Check-in desk. Assign reports on various aspects of the tour.	Instruction Sheet I Commercial airlines	
2	Assign Student Self-Check I. Have the class explain the answers when they have finished the exercise.	Student Self-Check I	
3	Have students bring flight schedules to class; or, if possible, you have several different ones available for review. Divide the class in small groups. Provide each group a flight schedule, and have it note the flight schedule, meals, and other conveniences offered. After the schedules have been reviewed, have groups compare the information they obtained.	Collection of flight schedules	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	To give students practice in reading flight schedules, divide class into two groups: travel agents and clients. Have the clients take turns requesting flight information for various cities, times, and conveniences. Have the travel agents refer to flight schedules for various airlines to provide the information requested by the clients.	Flight schedules	
5	Make out several case situations relating to travel clients requesting flight information. Include cities of departure to cities of destination; clock time preferred to reach destination; special conveniences preferred. Provide each student a case situation. Provide each student a flight schedule. Students may use one of their own, or you may use the one included in this section. Have each student complete the flight information form, providing the information requested in the case situation. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master copy in this section) Flight schedules (Master copy in this section) Case situations Instructor's Final Checklist	

Instructor's Final Checklist

READING FLIGHT SCHEDULES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student completed all sections of the flight information form with the correct information from the flight schedule	[ ]	[ ]

Check-Out Activity

READING FLIGHT SCHEDULES

Your instructor will give you a case situation. Complete the form below with the information from the flight schedule.

FLIGHT INFORMATION FORM					
FLIGHT NUMBER	LEAVE	ARRIVE	STOPS OR VIA	MEALS	EXTRA CONVENIENCES

FLIGHT SCHEDULE

LEXINGTON, KY. To

Reservations 252-4411
Air Cargo 255-5750

Leave	Arrive	Flight Number	Stops or Via	Meals	Remarks
ALEXANDRIA, LA.					
8 38a	11 13a	343/705	Atlanta		
ASHEVILLE, N. C.					
10 00a	11 45a	541/756	Knoxville		
ATLANTA, GA.					
8 38a	9 38a	343	NONSTOP		
10 00a	11 38a	541	One		
2 05p	3 01p	571	NONSTOP		
6 10p	7 06p	335	NONSTOP	DS-S	
10 08p	11 45p	183	One		*
AUGUSTA, GA.					
8 38a	11 38a	343/714	Atlanta		
10 00a	1 04p	541/720	Atlanta		
2 05p	5 38p	571/851	Atlanta		
6 10p	9 39p	335/600	Atlanta	DS-S	
10 08p	1 24a	183/293	Atlanta		*
BATON ROUGE, LA.					
8 38a	10 28a	343/705	Atlanta		
6 10p	10 03p	335/701	Atlanta	DS-S	
BEAUMONT/PORT ARTHUR, TEXAS					
8 38a	12 02p	343/201	Atlanta		
BIRMINGHAM, ALA.					
8 38a	10 00a	343/125	Atlanta		
10 00a	11 58a	541/708	Atlanta		
2 05p	3 48p	571/505	Atlanta		
6 10p	8 04p	335/285	Atlanta	DS-S	
10 08p	12 10a	183/387	Atlanta		*
BURLINGTON, VT.					
2 55p	8 05p	608/548	Detroit	/D -D	
CHARLESTON, S. C.					
8 38a	11 49a	343/108	Atlanta		
10 00a	1 53p	541/720	Atlanta		
2 05p	5 49p	571/280	Atlanta		
6 10p	9 24p	335/104	Atlanta	DS-S	
10 08p	1 23a	183/895	Atlanta		*
CHARLOTTE, N. C.					
8 38a	11 47a	343/738	Atlanta		
10 00a	12 56p	541/1080	Atlanta		
2 05p	4 49p	571/812	Atlanta		
6 10p	9 08p	335/1110	Atlanta	DS-S	
10 08p	1 17a	183/798	Atlanta		*
CHATTANOOGA, TENN.					
10 00a	1 05p	541/748	Knoxville		
CHICAGO, ILL. Airport O-O'Hare M-Midway					
8 05a	8 07a O	694	NONSTOP	B -DS	
11 31a	12 15p O	336	One	DS-S	
2 55p	4 00p O	608/150	Cincinnati		
5 26p	6 10p O	756	One	DS-S	
7 54p	9 40p O	730	One		
CINCINNATI, OHIO					
2 55p	3 19p	608	NONSTOP		
5 26p	5 50p	756	NONSTOP		
9 31p	9 55p	334	NONSTOP		
CLEVELAND, OHIO					
2 55p	6 35p	608/548	Detroit		
COLUMBIA, S. C.					
[illegible]	[illegible]	343/714	Atlanta		
10 00a	1 03p	541/412	Atlanta		
2 05p	4 55p	571/341	Atlanta		
6 10p	9 16p	335/320	Atlanta	DS-S	
10 08p	1 21a	183	Two		*
COLUMBUS, GA.					
10 00a	12 45p	541/827	Atlanta		
2 05p	4 24p	571/535	Atlanta		
6 10p	9 35p	335/701	Atlanta	DS-S	
10 08p	12 55a	183/789	Atlanta		*
DALLAS/FT. WORTH, TEXAS (Dallas/Ft. Worth Regional Airport)					
8 38a	11 15a	343/16	Atlanta	/S -S	
10 00a	1 13p	541/1121	Atlanta	/L -L	
2 05p	5 15p	571/1010	Atlanta	/S -S	
6 10p	9 40p	335/947	Atlanta	DS-S /S -S	
10 08p	1 33a	183/185	Atlanta		*

Leave	Arrive	Flight Number	Stops or Via	Meals	Remarks
DETROIT, MICH.					
11 31a	3 14p	336/632	Louisville		
2 55p	4 25p	608	One		
5 26p	7 05p	756/850	Cincinnati		
9 31p	11 12p	334/1080	Cincinnati		
FT. LAUDERDALE, FLA. (Ft. Lauderdale-Hollywood Int'l. Airport)					
8 38a	11 44a	343/245	Atlanta	/S -S	
10 00a	2 00p	541/147	Atlanta	/L -L	
2 05p	5 35p	571/339	Atlanta	/S -S	
6 10p	9 55p	335/333	Atlanta	DS-S /S -	
10 08p	2 07a	183/791	Atlanta		*
FT. WAYNE, IND.					
7 54p	10 27p	730/438	Indianapolis		
HOUSTON, TEXAS					
8 38a	11 15a	343/435	Atlanta	/S -S	
10 00a	1 18p	541/1118	Atlanta	/L -L	
2 05p	5 02p	571/323	Atlanta	/S -S	
6 10p	9 17p	335/425	Atlanta	DS-S /S -	
10 08p	1 17a	183/1293	Atlanta		*
INDIANAPOLIS, IND.					
11 31a	2 10p	336/632	Louisville		
7 54p	8 30p	730	NONSTOP		
JACKSON, MISS.					
8 38a	10 18a	343/725	Atlanta		
10 00a	1 38p	541/729	Atlanta		
2 05p	4 56p	571/517	Atlanta		
6 10p	8 29p	335/315	Atlanta	DS-S	
10 08p	1 17a	183/387	Atlanta		*
JACKSONVILLE, FLA.					
8 38a	11 23a	343/1830	Atlanta		
10 00a	1 20p	541/833	Atlanta	/DS-S	
2 05p	5 07p	571/126	Atlanta		
6 10p	9 28p	335/1860	Atlanta	DS-S	
10 08p	1 22a	183/480	Atlanta		*
KNOXVILLE, TENN.					
10 00a	10 32a	541	NONSTOP		
2 55p	6 07p	608/557	Cincinnati		
10 08p	10 40p	183	NONSTOP		*
LAS VEGAS, NEV.					
8 38a	11 52a	343/111	Atlanta	/JF -L	X23
8 38a	12 38p	343/16	Atlanta	/L -L	
6 10p	10 50p	335/947	Atlanta	DS-S /S -S	
LITTLE ROCK, ARK.					
8 38a	12 05p	343/482	Atlanta	/S -S	
6 10p	9 29p	335/428	Atlanta	DS-S /S -	
LOS ANGELES/LONG BEACH/ONTARIO, CALIF. (Los Angeles Int'l Airport)					
8 38a	11 56a	343/1117	Atlanta	/JF -L	
10 00a	2 59p	541/1121	Atlanta	/JF -L	
2 05p	5 40p	571/827	Atlanta	/JF -D	
10 08p	2 16a	183/1181	Atlanta	/DS-DS	*
LOUISVILLE, KY.					
11 31a	11 52a	336	NONSTOP		
MACON, GA.					
10 00a	12 55p	541	Two		
2 05p	4 29p	571/530	Atlanta		
6 10p	9 27p	335/703	Atlanta	DS-S	
MANCHESTER/CONCORD, N. H.					
2 55p	8 57p	608/548	Detroit	/D -D	
MEMPHIS, TENN.					
8 38a	10 17a	343/544	Atlanta		
10 00a	12 20p	541/350	Atlanta	/S -S	
2 05p	4 38p	571/1148	Atlanta	/S -	
6 10p	8 31p	335/428	Atlanta	DS-S /S -	
10 08p	12 31a	183/387	Atlanta		*
MERIDIAN, MISS.					
10 00a	12 53p	541/729	Atlanta		
MIAMI/FT. LAUDERDALE, FLA. F-Denotes Ft. Lauderdale-Hollywood Service					
8 38a	11 44a F	343/245	Atlanta	/S -S	
8 38a	11 59a	343/1131	Atlanta	/S -S	
10 00a	2 00p F	541/147	Atlanta	/L -L	
10 00a	2 09p	541/1146	Atlanta	/L -L	
2 05p	5 35p F	571/339	Atlanta	/S -S	
2 05p	5 38p	571/149	Atlanta	/S -S	
6 10p	9 47p	335/145	Atlanta	DS-S /S -	
6 10p	9 55p F	335/333	Atlanta	DS-S /S -	
10 08p	2 00a	183/189	Atlanta		*
10 08p	2 07a F	183/791	Atlanta		*

Leave	Arrive	Flight Number	Stops or Via	Meals	Remarks
MONROE, LA.					
8 38a	11 09a	343/725	Atlanta		
6 10p	9 23p	335/315	Atlanta	DS-S	
MONTGOMERY, ALA.					
8 38a	10 38a	343/717	Atlanta		
10 00a	12 05p	541/275	Atlanta		
2 05p	3 53p	571/517	Atlanta		
6 10p	8 11p	335/550	Atlanta	DS-S	
10 08p	12 20a	183/789	Atlanta		*
NEW ORLEANS, LA.					
8 38a	10 34a	343/347	Atlanta	/S -	
10 00a	12 52p	541/853	Atlanta	/DS-S	X7
10 00a	1 19p	541/275	Atlanta	/S -S	
2 05p	4 25p	571/831	Atlanta	/S -	
6 10p	8 47p	335/127	Atlanta	DS-S /S -	
10 08p	12 48a	183/231	Atlanta		*
OAKLAND, CALIF.					
8 38a	4 03p	343/125	Atlanta	/JF -L	
ORLANDO, FLA.					
8 38a	11 44a	343/1143	Atlanta	/S -	
10 00a	1 48p	541/1139	Atlanta	/L -DS	
2 05p	5 14p	571/233	Atlanta	/S -S	
6 10p	9 28p	335/1128	Atlanta	DS-S /S -	
10 08p	1 08a	183/1086	Atlanta		*
PORTLAND, ME.					
2 55p	9 40p	608/548	Detroit	/D -D	
SAN DIEGO, CALIF.					
8 38a	11 32a	343/1211	Atlanta	/JF -L	
2 05p	6 53p	571/827	Atlanta	/JF -D	
10 08p	3 28a	183/1181	Atlanta	/DS-DS	*
SAN FRANCISCO/OAKLAND/SAN JOSE, CALIF. Airport S-San Francisco, O-Oakland, J-San Jose					
8 38a	12 04p S	343/1027	Atlanta	/JF -L	
8 38a	4 03p O	343/125	Atlanta	/JF -L	
2 05p	6 12p S	571/823	Atlanta	/JF -D	X123
2 05p	7 16p S	571/1010	Atlanta	/JF -D	
6 10p	12 39a S	335/947	Atlanta	DS-S /S -S	
10 08p	2 28a S	183/1187	Atlanta	/DS-DS	*
SAVANNAH, GA.					
8 38a	11 45a	343/402	Atlanta		
10 00a	1 09p	541/345	Atlanta		
2 05p	4 50p	571/227	Atlanta		
6 10p	9 45p	335/306	Atlanta	DS-S	
10 08p	2 15a	183/293	Atlanta		*
SHREVEPORT, LA.					
8 38a	10 59a	343/201	Atlanta		
10 00a	1 25p	541/627	Atlanta	/S -S	
6 10p	8 53p	335/611	Atlanta	DS-S	
TAMPA/ST. PETERSBURG/CLEARWATER, FLA.					
8 38a	11 48a	343/1147	Atlanta	/S -S	
10 00a	1 41p	541/1037	Atlanta	/L -DS	
2 05p	5 18p	571/429	Atlanta	/S -S	
6 10p	9 29p	335/1151	Atlanta	DS-S	
10 08p	1 41a	183/361	Atlanta		*
TOLEDO, OHIO					
2 55p	5 58p	608/833	Detroit		
5 26p	8 19p	756/344	Cincinnati		
WEST PALM BEACH, FLA.					
8 38a	11 55a	343	One	S -S	
10 00a	2 45p	541/933	Atlanta	/DS-S	
2 05p	5 28p	571/849	Atlanta	/S -S	
6 10p	9 41p	335/419	Atlanta	DS-S /S -	
10 08p	2 36a	183/489	Atlanta		*

To LEXINGTON, KY. From

Leave	Arrive	Flight Number	Stops or Via	Meals	Remarks
ALEXANDRIA, LA.					448-3581
8 15a	2 34p	116/608	Atlanta		
2 15p	7 34p	208/730	Atlanta		
ATLANTA, GA.					349-3100
6 11a	7 45a	694	One	S -S	*
10 09a	11 06a	336	NONSTOP		
1 00p	2 34p	608	One		
4 07p	5 06p	756	NONSTOP		
6 00p	7 34p	730	One		
8 14p	9 11p	334	NONSTOP		

Continued next page

Flight Schedule (p. 2)

Leave	Arrive	Flight Number	Stops or Via	Meals	Remarks
AUGUSTA, GA.					724-2641
4 40a	7 45a	687/694	Atlanta		/B -B
8 32a	11 06a	650/336	Atlanta		
10 40a	2 34p	368/608	Atlanta		
1 30p	5 06p	817/756	Atlanta		
4 20p	7 34p	730	Two		
6 20p	9 11p	641/334	Atlanta		
BATON ROUGE, LA.					356-4361
9 05a	2 34p	116/608	Atlanta		
12 10p	5 06p	640/756	Atlanta		
3 05p	7 34p	208/730	Atlanta		
BEAUMONT/ PORT ARTHUR, TEXAS					722-3471 722-3471
1 40p	7 34p	208/730	Atlanta	S -S	
BIRMINGHAM, ALA.					328-2000
3 40a	7 45a	694	Two	S -S	*
7 20a	11 06a	216/336	Atlanta		
9 30a	2 34p	322/608	Atlanta		
1 45p	5 06p	741/756	Atlanta		
3 40p	7 34p	622/730	Atlanta		
4 45p	9 11p	667/334	Atlanta		
CHARLESTON, S. C.					577-3230
3 50a	7 45a	792/694	Atlanta		/S -S
8 08a	11 06a	217/336	Atlanta	S -S	
9 25a	2 34p	930/608	Atlanta		
1 20p	5 06p	318/756	Atlanta		
3 25p	7 34p	730	Three		
4 20p	7 34p	344/730	Atlanta		
6 35p	9 11p	212/334	Atlanta		
CHARLOTTE, N. C.					372-3000
8 36a	11 06a	1117/336	Atlanta	S -	
10 20a	2 34p	525/608	Atlanta		X7
10 20a	2 34p	1121/608	Atlanta		7
2 20p	5 06p	827/756	Atlanta		
4 13p	7 34p	645/730	Atlanta		
6 36p	9 11p	1229/334	Atlanta		
CHATTANOOGA, TENN.					756-2411
7 00a	7 45a	694	NONSTOP	S -S	
1 50p	2 34p	608	NONSTOP		
6 50p	7 34p	730	NONSTOP		
CHICAGO, ILL.					346-5300
Airport O-O'Hare M-Midway					
7 00a O	9 38a	541	One	B -C	
11 00a O	1 44p	571	One		
3 00p O	5 45p	335	One		
7 45p O	9 43p	183	NONSTOP		
CINCINNATI, OHIO					721-7000
9 15a	9 38a	541	NONSTOP		
1 20p	1 44p	571	NONSTOP		
5 21p	5 45p	335	NONSTOP		
COLUMBIA, S. C.					779-4300
3 55a	7 45a	687/694	Atlanta		/S -S
8 10a	11 06a	407/336	Atlanta	S -S	
10 [illegible]	2 34p	206/608	Atlanta		
2 28p	5 06p	243/756	Atlanta		
4 27p	7 34p	141/730	Atlanta		
5 40p	9 11p	348/334	Atlanta		
COLUMBUS, GA.					324-0131
8 24a	11 06a	504/336	Atlanta		
10 51a	2 34p	720/608	Atlanta		
[illegible]	5 06p	500/756	Atlanta		
4 54p	7 34p	766/730	Atlanta		
COLUMBUS, OHIO					228-6000
3 05p	5 45p	447/335	Cincinnati		
DALLAS/FT. WORTH, TEXAS					630-3200/336-8341
(Dallas/Ft. Worth Regional Airport)					
2 43a	7 45a	986/694	Atlanta		/S -S
6 30a	11 06a	980/336	Atlanta	B -B	
8 40a	2 34p	412/608	Atlanta	B -B	
12 20p	5 06p	924/756	Atlanta	L -L	
2 19p	7 34p	1134/730	Atlanta	S -S	
4 30p	9 11p	1118/334	Atlanta	D -D	
DETROIT, MICH.					355-3200
6 38a	8 13a	343	One		
7 40a	9 39a	647/541	Cincinnati	S -S	
4 05p	5 45p	567/335	Cincinnati		
FT. LAUDERDALE, FLA.					763-2211
(Ft. Lauderdale-Hollywood Int'l. Airport)					
2 40a	7 45a	996/694	Atlanta		/S -S 5
3 35a	7 45a	990/694	Atlanta		/S -S X5
7 38a	11 06a	1048/336	Atlanta	B -B	
9 40a	2 34p	244/608	Atlanta	DS-S	
12 34p	5 06p	436/756	Atlanta	L -L	
2 55p	7 34p	260/730	Atlanta	S -S	
5 40p	9 11p	438/334	Atlanta	D -D	
HOUSTON, TEXAS					623-6000
2 30a	7 45a	180/694	Atlanta		/S -S
6 35a	11 06a	1232/336	Atlanta	B -B	
8 40a	2 34p	240/608	Atlanta	br -br	
11 25a	5 06p	982/756	Atlanta	L -L	
2 28p	7 34p	1114/730	Atlanta	S -S	
4 44p	9 11p	124/334	Atlanta	D -D	
JACKSON, MISS.					939-5200
2 45a	7 45a	694	Three	S -S	*
7 30a	11 06a	210/336	Atlanta	B -C	
9 30a	2 34p	322/608	Atlanta		
1 15p	5 06p	222/756	Atlanta	DS-S	
2 25p	7 34p	426/730	Atlanta		
5 30p	9 11p	318/334	Atlanta	DS-S	
JACKSONVILLE, FLA.					398-3011
4 25a	7 45a	196/694	Atlanta		/S -S
8 25a	11 06a	1027/336	Atlanta	B -B	
10 15a	2 34p	446/608	Atlanta		
2 15p	5 06p	1018/756	Atlanta		
4 10p	7 34p	938/730	Atlanta		
6 20p	9 11p	334	One	DS-S	
KNOXVILLE, TENN.					546-5050
8 00a	9 38a	730/541	Cincinnati	S -S	
LAS VEGAS, NEV.					736-6161
1 10p	9 11p	100/334	Atlanta	Jf -L	X23
LITTLE ROCK, ARK.					376-6211
6 35a	11 06a	136/336	Atlanta	B -C	
4 20p	9 11p	333/334	Atlanta	DS-S	
LOS ANGELES/LONG BEACH/ ONTARIO, CALIF.					383-5510/639-4000 800-252-9121
(Los Angeles Int'l Airport)					
1 15a	2 34p	1066/608	Atlanta	B -B	
6 14a	5 06p	918/756	Atlanta	br -br	
12 25p	9 11p	400/334	Atlanta	Jf -L	
10 00p	7 45a	1102/694	Atlanta	DS-DS/B -B	
MACON, GA.					788-6680
8 30a	11 06a	602/336	Atlanta		
1 35p	5 06p	660/756	Atlanta		
4 56p	7 34p	636/730	Atlanta		
MEMPHIS, TENN.					396-7200
3 15a	7 45a	290/694	Atlanta		/S -S
7 30a	11 06a	136/336	Atlanta	B -C	
9 30a	2 34p	1138/608	Atlanta		
1 10p	5 06p	429/756	Atlanta	S -	
2 32p	7 34p	651/730	Atlanta		
5 20p	9 11p	333/334	Atlanta	DS-S	
MERIDIAN, MISS.					483-9266
4 40p	9 11p	710/334	Atlanta		
MIAMI/ FT. LAUDERDALE, FLA.					373-0441 763-2211
F-Denotes Ft. Lauderdale-Hollywood Service					
2 40a F	7 45a	996/694	Atlanta		/S -S 5
3 35a	7 45a	996/694	Atlanta		/S -S
3 35a F	7 45a	990/694	Atlanta		/S -S X5
7 38a F	11 06a	1048/336	Atlanta	B -B	
7 40a	11 06a	346/336	Atlanta	B -B	
9 25a	2 34p	940/608	Atlanta	DS-S	
9 40a F	2 34p	244/608	Atlanta	DS-S	
12 34p F	5 06p	436/756	Atlanta	L -L	
1 28p	5 06p	1122/756	Atlanta	L -L	
2 50p	7 34p	440/730	Atlanta	S -S	
2 55p F	7 34p	260/730	Atlanta	S -S	
5 18p	9 11p	1034/334	Atlanta	D -D	
5 40p F	9 11p	438/334	Atlanta	D -D	
MONROE, LA.					387-1900
9 07a	2 34p	326/608	Atlanta		
12 18p	5 06p	222/756	Atlanta	DS-S	
3 10p	9 11p	710/334	Atlanta		
MONTGOMERY, ALA.					262-6451
7 35a	11 06a	544/336	Atlanta		
9 07a	2 34p	720/608	Atlanta		
1 30p	5 06p	640/756	Atlanta		
3 31p	7 34p	426/730	Atlanta		
5 40p	9 11p	628/334	Atlanta		
NEW ORLEANS, LA.					529-2431
3 05a	7 45a	298/694	Atlanta		/S -S
7 05a	11 06a	418/336	Atlanta	B -B	
8 52a	2 34p	1060/608	Atlanta	S -	
1 03p	5 06p	128/756	Atlanta	DS-S	
2 45p	7 34p	920/730	Atlanta	S -	X6
5 25p	9 11p	914/334	Atlanta	DS-S	
OAKLAND, CALIF.					626-9313
12 50a	2 34p	322/608	Atlanta	B -C	
ORLANDO, FLA.					849-6400
4 00a	7 45a	790/694	Atlanta		/S -S
8 00a	11 06a	1022/336	Atlanta	B -B	
10 00a	2 34p	350/608	Atlanta		
1 45p	5 06p	1138/756	Atlanta		
3 50p	7 34p	456/730	Atlanta		
6 10p	9 11p	1066/334	Atlanta	D -DS	
PHOENIX, ARIZ.					258-5930
8 50a	5 06p	924/756	Atlanta	br -br	
12 45p	9 11p	318/334	Atlanta	L -L	
SAN DIEGO, CALIF.					239-3431
7 00a	5 06p	918/756	Atlanta	br -br	
12 25p	9 11p	1212/334	Atlanta	Jf -L	
8 05p	7 45a	996/694	Atlanta	DS-S	/S -S
11 45p	2 34p	1066/608	Atlanta	B -B	
SAN FRANCISCO/OAKLAND/ SAN JOSE, CALIF.					626-6500/626-9313 287-1313
Airport S-San Francisco, O-Oakland, J-San Jose					
12 45a S	11 06a	980/336	Atlanta	B -B	
12 50a O	2 34p	322/608	Atlanta	B -C	
8 07a S	5 06p	928/756	Atlanta	br -br	X234
8 28a S	7 34p	1134/730	Atlanta	br -br	
11 55a S	9 11p	1128/334	Atlanta	Jf -L	
10 00p S	7 45a	1066/694	Atlanta	DS-DS/S -S	
SAVANNAH, GA.					234-1221
4 35a	7 45a	792/694	Atlanta		/S -S
8 30a	11 06a	434/336	Atlanta		
10 32a	2 34p	930/608	Atlanta		
2 20p	5 06p	306/756	Atlanta		
4 33p	7 34p	915/730	Atlanta		
5 35p	9 11p	202/334	Atlanta		
SHREVEPORT, LA.					424-6311
7 00a	11 06a	642/336	Atlanta	B -B	
9 15a	2 34p	326/608	Atlanta		
11 00a	5 06p	522/756	Atlanta	S -S	
2 45p	7 34p	200/730	Atlanta	S -S	
4 16p	9 11p	628/334	Atlanta	S -S	
TAMPA/ST. PETERSBURG/ CLEARWATER, FLA.					879-5600/894-1861 894-1861
4 00a	7 45a	484/694	Atlanta		/S -S
8 00a	11 06a	1144/336	Atlanta	B -B	
9 55a	2 34p	1118/608	Atlanta		
2 00p	5 06p	1044/756	Atlanta	S -S	
3 45p	7 34p	1030/730	Atlanta	S -S	
6 10p	9 11p	428/334	Atlanta	D -DS	
TOLEDO, OHIO					241-4156
7 25a	8 13a	343	NONSTOP		
WEST PALM BEACH, FLA.					655-5300
3 10a	7 45a	196/694	Atlanta		/S -S
7 55a	11 06a	336	One	B -B	
9 50a	2 34p	706/608	Atlanta	S -S	
1 50p	5 06p	276/756	Atlanta	S -S	
2 39p	7 34p	936/730	Atlanta		
5 50p	9 11p	744/334	Atlanta	D -D	

PREPARING FLIGHT ITINERARIES

OBJECTIVE

GIVEN two flight plans and an itinerary form,

PREPARE AN ITINERARY FOR EACH FLIGHT PLAN.

ALL ITEMS in each flight plan must be entered without error in the proper spaces of the itinerary form.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn that providing extra services, such as a flight itinerary, for customers and clients helps create good will.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. FILLING OUT A FLIGHT ITINERARY	1
Student Self-Check	
I. COMPLETING A FLIGHT ITINERARY	2
Instructor's Final Checklist	
PREPARING FLIGHT ITINERARIES	3

CHECK-OUT ACTIVITIES

Your instructor will provide two flight plans and itinerary forms.

Prepare an intinerary for each flight plan.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the flight plan and itinerary presented in this Instruction Sheet. Discuss each line of the itinerary.	Instruction Sheet I	
2	Duplicate an itinerary form for each student. Have students complete an itinerary for the flight plan in Student Self-Check I. When students have finished, have a class discussion about each entry made in the itinerary.	Student Self-Check I Itinerary forms (Master copy is in this section.)	
3	Have students complete the itineraries in the Check-Out Activity Sheet. Use the Answer Key to check each student's itineraries. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master copy is in this section.) Answer Key Instructor's Final Checklist	

Student Self-Check I

COMPLETING A FLIGHT ITINERARY

Your instructor will provide a copy of an itinerary form. Use the flight plan below to complete your itinerary.

Today's date:

Leave your city, 11:30 a.m., Baron Airlines, Flight No. 125, arrive Atlanta, 12:45 p.m.

Leave Atlanta, 3:00 p.m., Ocean Airlines, Flight No. 240, arrive Miami, 3:45 p.m.

Tomorrow's date:

Leave Miami, 8:35 a.m., Ocean Airlines, Flight No. 320, arrive Atlanta, 9:20 a.m.

Leave Atlanta 11:05 a.m., Baron Airlines, Flight No. 450, arrive your city 12:20 p.m.

YOUR ITINERARY

	TIME	DATE	VIA	NOTES
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				

Instructor's Final Checklist

PREPARING FLIGHT ITINERARIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing flight itineraries, the student:

	Accomplished	Not Accomplished
1. Prepared an itinerary for each flight plan	[ ]	[ ]
2. Entered all items in each flight plan without error in the proper spaces of the itinerary form	[ ]	[ ]

Check-Out Activity

PREPARING FLIGHT ITINERARIES

Prepare a flight itinerary for each flight plan.

Flight Plan 1

Lexington to Birmingham and Return

October 28: Leave Lexington at 8:38 a.m., Skyway Airlines, Flight 343
Arrive in Atlanta at 9:15 a.m.
Leave Atlanta at 9:45 a.m., Blue Airlines, Flight 125
Arrive in Birmingham at 10:00 a.m.

October 30: Leave Birmingham at 9:35 a.m., Blue Airlines, Flight 234
Arrive in Atlanta at 10:12 a.m.
Leave Atlanta at 1:48 p.m., Skyway Airlines, Flight 606
Arrive in Lexington at 2:34 p.m.

YOUR ITINERARY

	TIME	DATE	VIA	NOTES
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				

Flight Plan 2

Louisville to St. Louis and Return

July 18: Leave Louisville at 12:45 p.m., Silver Airlines, Flight 980
Arrive in St. Louis at 2:02 a.m.

July 25: Leave St. Louis at 4:02 p.m., Silver Airlines, Flight 756
Arrive in Louisville at 6:06 p.m.

YOUR ITINERARY

	TIME	DATE	VIA	NOTES
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				

ANSWER KEY

Check-Out Activity

PREPARING FLIGHT ITINERARIES

Flight Plan 1

YOUR ITINERARY

	TIME	DATE	VIA	NOTES
Leave Lexington	8^{38} a	Oct.	Skyway	
Arrive Atlanta	9^{15} a	28	343	
Leave "	9^{45} a	"	Blue	
Arrive Birmingham	10^{00} a		125	
Leave "	9^{35} a	Oct.	Blue	
Arrive Atlanta	10^{12} a	30	234	
Leave "	1^{48} p	"	Skyway	
Arrive Lexington	2^{34} p		606	
Leave				
Arrive				

Flight Plan 2

YOUR ITINERARY

	TIME	DATE	VIA	NOTES
Leave Louisville	12^{45} p	July	Silver	
Arrive St. Louis	2^{02} a	18	980	
Leave "	4^{02} p	July	Silver	
Arrive Louisville	6^{06} p	25	756	
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				

READING ROAD MAPS

OBJECTIVE

GIVEN a road map and a request for a route plan,

MARK THE BEST ROUTE ON THE ROAD MAP.

THE ROUTE MARKED must lead from the starting point to the destination, indicate accessible roadways, and provide for any other needs specified in the request.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will work to fill requests to satisfy the needs requested.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. READING ROAD MAPS	6

CHECK-OUT ACTIVITIES

Your instructor will provide a road map and a request for a route plan.

Select the best route and mark it on the road map with colored markers. Work with a small group of your classmates.

REFERENCES

Kentucky Road Maps	1-6

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	You may obtain a supply of Kentucky road maps free of charge, or you may request that students bring their own.	Official Kentucky and Parkway Map Department of Tourism 22nd Floor Capital Plaza Tower Frankfort, KY 40601	
2	Have students learn to use the number-letter key guides at the edge of the map to locate cities, towns and counties.	Letter-number key guides on the road map	
3	Have students study the map legend and locate on the map those items that appear in the legend.	Road map legend	
4	Have students figure mileage between cities.	Mileage figures between cities on road map	
5	Name starting and destination points, and have students find the best routes between the two points. Discuss features to consider when charting a route.	Road map	
6	Divide the class into small groups. Provide each group a road map and a travel route request. (You may use the requests provided in this section or create your own.) Have each group mark the route for the travel route request. Use the Instructor's Final Checklist to evaluate each student.	Travel route requests (Master Copy is in this section.) Instructor's Final Checklist	

Instructor's Final Checklist

READING ROAD MAPS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In marking the best route on the road map, the student:

	Accomplished	Not Accomplished
1. Marked a route that led from the starting point to the destination	[ ]	[ ]
2. Indicated accessible roads	[ ]	[ ]
3. Provided for any other needs specified in the case situation	[ ]	[ ]

SUGGESTED TRAVEL ROUTE REQUESTS

Travel Route Request 1

Mr. and Mrs. Collins and their family live in Louisville. They are planning a trip to Constitution Square in Danville. On the way, Mr. Collins has to stop over in Lexington for a business meeting. They will return home to Louisville directly from Danville.

Mark the best route for the Collins family on the road map. Mark the route from Louisville to Danville with a black marker. Mark the route for the return trip home with a red marker.

Travel Route Request 2

Mr. Bates is planning a business trip to Cincinnati, Ohio. He lives in Bowling Green. On the way home, he plans to stop at General Butler State Park.

Mark the best route for Mr. Bates on the road map. Mark the route from Bowling Green to Cincinnati with a black marker. Mark the route for the return home with a red marker.

Travel Route Request 3

Mrs. Carter lives in Ashland and is planning a vacation trip to Lake Cumberland State Park. To save on expenses, she plans to take food and eat at the roadside parks. She plans to stop at Fort Harrod State Park at Harrodsburg.

Mark the best route for Mrs. Carter on the road map. Mark the route from Ashland to Lake Cumberland State Park with a black marker. Mark the route for the return trip home with a red marker.

FIGURING COST OF CAR RENTAL

OBJECTIVE

GIVEN a car rental rate chart, statement of cost forms, and two cases concerning car rental,

PREPARE A STATEMENT OF COST FOR EACH CASE.

EACH STATEMENT OF COST must be prepared without error.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that transportation is available in most cities by means of car rental services. They will also be aware that the size of the car and the days it is used affect the rental cost.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
1. PREPARING CAR RENTAL STATEMENTS OF COST	1
Instructor's Final Checklist	
FIGURING COST OF CAR RENTAL	4

CHECK-OUT ACTIVITIES

Your instructor will provide a car rental rate chart, statement of cost forms, and cases concerning car rental.

Prepare a statement of cost for each case.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Read Instruction Sheet I as a class. Discuss each step of preparing a statement of cost for regular and for weekend rates.	Instruction Sheet I	
2	Present a training session for preparing statements of cost. Provide each student two blank statement of cost forms. Prepare a case situation for a regular rate car rental and one for a weekend car rental. Demonstrate each step necessary for preparing a statement of cost for each case. (Use the transparencies for your demonstration.) Have each student enter the information on the form.	Blank statements of cost (Master copy is with the Check-Out Activity Sheet.) Case situations Transparencies of completed statements of cost	
3	Set up car rental work stations in the classroom. Furnish each station with blank statement of cost forms. Assign a small group of students to each work station. Have them take turns playing the roles of customer and car rental agent.	Blank statement of cost forms	
4	Have students complete the Check-Out Activity. Use the Answer Key to check each student's work. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (Master copy is in this section.) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

FIGURING COST OF CAR RENTAL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing statements of cost for car rental, the student:

	Accomplished	Not Accomplished
1. Prepared a statement for each case	[ ]	[ ]
2. Prepared each statement without error	[ ]	[ ]

Check-Out Activity

FIGURING COST OF CAR RENTAL

Prepare a statement of cost for each case below. Refer to the car rental rate chart on the next page.

Case 1

John Hamilton, 421 Oak St., Lexington, KY 40506, Telephone: 606-258-0000, rents a compact car.

He uses the car on Monday, March 2, and Tuesday, March 3.

When he receives the car on March 2, the mileage reading is 10,110. When the car is returned on March 3, the reading is 10,210.

Case 2

Donna Ryan, ABC Company, Park Road, Dayton, OH 45401, Telephone: 614-028-0111, rents a standard (2-door) car.

She uses the car on the weekend of August 18 and 19.

The mileage reading on August 18 is 16,720. The mileage reading on August 19 is 17,040.

CAR RENTAL RATE CHART

TYPE OF CAR	REGULAR RATE	WEEKEND RATE
Compact	$38.00 a day plus 38¢ a mile	$13.95 a day (150 miles a day free) plus 14¢ a mile over 150 miles
Economy	$40.00 a day plus 40¢ a mile	$17.95 a day (150 miles a day free) plus 18¢ a mile over 150 miles
Standard (2 door)	$41.00 a day plus 41¢ a mile	$19.95 a day (150 miles a day free) plus 20¢ a mile over 150 miles
Standard (4 door)	$42.00 a day plus 42 ¢ a mile	$20.95 a day (150 miles a day free) plus 20¢ a mile over 150 miles

CAR RENTAL COMPANY

Date ________

Name ____

Address ____

____

____

____

Telephone ______________

Regular Rate ___

Weekend Rate ___

Type of Car	Dates Used	Mileage				Daily Rate	Total
		Beginning	Ending	Driven	Cost		

Total Cost ______

Tax ___

Amount Due ______

ANSWER KEY

Check-Out Activity

FIGURING COST OF CAR RENTAL

CAR RENTAL COMPANY

Date 3-3-19--

Name John Hamilton

Address 421 Oak Street

Lexington, Kentucky 40506

Telephone (606) 258-0000

Regular Rate X
Weekend Rate ___

Type of Car	Dates Used	Mileage				Daily Rate	Total
		Beginning	Ending	Driven	Cost		
Compact	March 2	10,110				38.00	38.00
	March 3		10,210	100	38.00	38.00	76.00

Total Cost $114.00

Tax 5.70

Amount Due $119.70

Case 2

CAR RENTAL COMPANY

Date 8-19-19--

Name Donna Ryan

Address ABC Company
Park Road
Dayton, Ohio 45401

Telephone (614) 028-0111

Regular Rate
Weekend Rate X

Type of Car	Dates Used	Mileage				Daily Rate	Total
		Beginning	Ending	Driven	Cost		
Standard (2-door)	August 18	16,728				19.95	19.95
	August 19		17,040	320	4.00	19.95	23.95

Total Cost	$43.90
Tax	2.20
Amount Due	$46.10

PLANNING A VACATION

OBJECTIVE

GIVEN a tourist guide and a vacation planning chart,

PLAN A VACATION.

YOUR PLAN must include lodging, food services, entertainment/recreation, travel expense and total cost.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will understand how planning beforehand can make a vacation more enjoyable.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. PLANNING A VACATION	4

CHECK-OUT ACTIVITIES

Your instructor will provide a tourist guide and a vacation planning chart.

Complete the vacation planning chart for the vacation place you selected in Learning Activity 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Discuss things to consider when planning a vacation. Some considerations are: (1) vacation dates; (2) preference of locations; (3) preference of entertainment/recreation; e.g., ocean versus Grand Canyon; (4) preference of lodging: camping, hotel, motel, etc.; (5) preference of food services: fast food places, expensive dining rooms, family type restaurants, etc; (6) travel expense; (7) the amount of money to be spent.		
2	Have students list their vacation preferences. Include the topics discussed in Learning Activity 1.		
3	Make tourist guides available to students. Help them learn how to use them to find information on lodging, food services, entertainment/recreation, and costs. Have students compare their list of vacation preferences with the information in the tourist guide.	Supply of tourist guides. Some motels/hotels provide tourist guides free of charge. Tourist information brochures can be obtained free of charge from: Department of Tourism 22nd Floor Capital Plaza Tower Frankfort, KY 40601	
4	Make tourist guides available to students. Have each student complete a vacation planning chart	Check-Out Activity Sheets (Master copy is in this section.) Tourist guides Instructor's Final Checklist	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	based on his/her vacation preferences and the information in the tourist guide. Use the Instructor's Final Checklist to evaluate each student's work.		

Instructor's Final Checklist

PLANNING A VACATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's vacation plan included:

	Accomplished	Not Accomplished
1. Lodging	[ ]	[ ]
2. Food services	[ ]	[ ]
3. Entertainment/recreation activities	[ ]	[ ]
4. Travel expense	[ ]	[ ]
5. Total cost	[ ]	[ ]

Check-Out Activity

PLANNING A VACATION

Complete the chart below for the vacation place you have selected.

VACATION PLANNING CHART

RECOMMENDATION	REASONS
Vacation Place: ______	______
______	______
Hotel: ______	______
Arrival Date: ______	______
Departure Date: ______	______
Cost: ______	______
Food Services: ______	______
______	______
Approx. Cost: ______	______
Entertainment/Recreation Activities: ______	______
______	______
______	______
______	______
Approx. Cost: ______	______
Travel Expense: ______	______

PREPARING ITINERARIES

OBJECTIVE

USING your vacation plan and a road map,

PREPARE AN ITINERARY FOR YOUR VACATION.

YOUR ITINERARY must include weekdays, dates, times, cities, and events.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn to schedule events that are compatible with a given schedule and budget.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. PREPARING AN ITINERARY	1
Instructor's Final Checklist	
PREPARING ITINERARIES	5

CHECK-OUT ACTIVITIES

Use a road map and the vacation plan you prepared in Task Assignment Sheet PA-HR-24.

Prepare an itinerary for your vacation.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I and study the itinerary. Discuss each part of the itinerary. Discuss the benefits of an itinerary.	Instruction Sheet I	
2	Develop an itinerary on the chalkboard. Have class offer suggestions for days, date, times, cities, and events. As suggestions are presented, put them in the itinerary format.	Chalkboard	
3	Have students review the vacation plans they previously prepared.	Vacation plans prepared in Task Assignment Sheet PA-HR-24	
4	Have road maps available for the students. Have the students determine the best route to take to the vacation place listed in the plan. If the trip requires two or more days travel, have them determine where they will stay over night.	Road maps	
5	Assure that each student has his/her vacation plan and the appropriate road map. Have him/her prepare an itinerary for the vacation plan. Use the Instructor's Final Checklist to evaluate each itinerary.	Students' vacation plans Road maps Instructor's Final Checklist	

Instructor's Final Checklist

PREPARING AN ITINERARY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's itinerary included:

	Accomplished	Not Accomplished
1. Weekdays	[ ]	[ ]
2. Dates	[ ]	[ ]
3. Times	[ ]	[ ]
4. Cities	[ ]	[ ]
5. Events	[ ]	[ ]

WRITING A TOUR NARRATIVE

OBJECTIVE

AFTER SELECTING a tour area,

WRITE A TOUR NARRATIVE FOR THE AREA.

YOUR NARRATIVE will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will be proud of their school and appreciate its history and points of interest.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
WRITING A TOUR NARRATIVE	4

CHECK-OUT ACTIVITIES

Write a tour narrative for the area you selected. Refer to the notes you made in Learning Activities 2 and 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students select an area in the school or on the campus that is appropriate for conducting tours for school-related groups such as kindergarten, head start, elementary students, youth organizations, or parent-teacher organizations.		
2	Some points of interest in the tour areas may be: special books, special furniture, equipment, room construction, trophies, scrapbooks, bulletin board displays, student accomplishments, etc. (Note: Points of interest will vary considerably according to the tour group. Each student should determine the group for which he/she will be writing the narration.)		
3	To obtain historical information about the area selected, students may interview school personnel; review school annuals, newspapers, and other publications; and review plaques, trophies and other available memorabilia.	Interviewers Past school annuals and other publications Memorabilia such as plaques and trophies	
4	Have students write a tour narration for the area selected in Learning Activity 1. Use the Instructor's Final Checklist to evaluate each narration. Note: Save the tour narrations for use in the next task assignment sheet.	Each student's notes from Learning Activities 2 and 3. Instructor's Final Checklist	

Instructor's Final Checklist

WRITING A TOUR NARRATIVE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student's tour narrative included:		
1. An introduction to the area	☐	☐
a. The location	☐	☐
b. A listing of points or items of interest the visitor might expect to see	☐	☐
2. A brief history of the area	☐	☐
3. Brief descriptions of points or items of interest in the area	☐	☐

CONDUCTING A TOUR

OBJECTIVE

GIVEN a tour group and the tour narrative you wrote in Task Assignment Sheet PA-HR-26,

CONDUCT A TOUR.

YOUR TOUR will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will develop leadership ability by leading a group through a planned event.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
CONDUCTING A TOUR	6

CHECK-OUT ACTIVITIES

Conduct a tour of the area you selected in Task Assignment Sheet PA-HR-28.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	NOTE: In order for students to perform this activity, it will be necessary for you to arrange for tour groups to visit the school. Before preparing the presentation, each student should know which group he/she will direct through a tour.	Suggested tour groups: --Head Start classes --Kindergarten classes --Groups of elementary students --Groups of students from the Practical Arts classes --Groups of students from this particular class --Members of youth organizations --Members of civic organizations --Groups of parents	
1	Assure that each student has the tour narrative he/she prepared. Have students underline the key words in the narrative.	Tour narrations prepared in Task Assignment Sheet PA-HR-26.	
2	Encourage students to memorize the narratives. Students who have problems memorizing should be allowed to refer to their narratives during the tour. They may practice in class or at home.	Tour narrations	
3	Divide class into small groups. Have members take turns making presentations and critiquing them.		
4	Prepare a schedule for students to practice their presentations in the tour areas they have selected, preferably when the area is not in use.	Time schedules for visiting tour areas	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Direct students to review and practice the procedures listed in the Instructor's Final Checklist. They may practice in class or at home.	Instructor's Final Checklist	
6	Have students conduct tours for the tour groups. Students who have selected the same tour area may work together. Use the Instructor's Final Checklist to evaluate each presentation. (You may consider having a member of each tour group complete the Checklist for you.)	Tour groups Tour narratives (for students who have not memorized their presentation) Instructor's Final Checklist	

Instructor's Final Checklist

CONDUCTING A TOUR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In conducting a tour, the student:

	Accomplished	Not Accomplished
1. Welcomed the group to the school	☐	☐
2. Introduced the tour	☐	☐
a. Gave the name of the tour area	☐	☐
b. Explained what the group could expect to see on the tour	☐	☐
3. Led the group to the tour area	☐	☐
4. Gave a brief history of the tour area	☐	☐
5. Directed the group to points and items of interest	☐	☐
6. Gave a brief description of points and items of interest	☐	☐
7. Answered questions posed by the group	☐	☐
8. Led the group back to the starting point	☐	☐
9. Thanked the group for visiting the school	☐	☐
10. Spoke clearly and distinctly	☐	☐
11. Always faced the group when speaking	☐	☐
12. Was friendly with the group	☐	☐
13. Conducted the tour with confidence	☐	☐

DEMONSTRATING LEADERSHIP ABILITY

OBJECTIVE

GIVEN a case situation,

DEMONSTRATE THE LEADERSHIP STYLE MOST APPROPRIATE FOR THE SITUATION.

THE PERMISSIVE, DEMOCRATIC, OR DIRECTIVE leadership style must be demonstrated.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will become aware of qualities of effective leadership and strive to develop them.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. LEADERSHIP STYLES	4
Student Self-Check	
I. IDENTIFYING LEADERSHIP STYLES	5
Instructor's Final Checklist	
DEMONSTRATING LEADERSHIP ABILITY	6

CHECK-OUT ACTIVITIES

Your instructor will provide a case situation.

Decide which leadership style is most appropriate for the situation, and demonstrate how you would apply it.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	To introduce this task assignment sheet, use the exercise to demonstrate the importance of clear communication in leading individuals. You may present the exercise, or you may have a student to do it.	Introduction exercise, "Demonstrating Leadership Ability" (Copy is in this section.)	
1	Prepare a list of leadership qualities, and write them on the chalk board. Have class review the list and add other qualities it feels may have been omitted.	A list of leadership qualities taken from "Assessing Leadership Ability" (Copy is in this section.)	
2	Have students list different types of groups found in the school, name a leader for each group, and indicate qualities that make the leaders. School groups listed may be: clubs, classes, athletes, teachers, or intellectuals. OR Have students identify a famous person and write the qualities of that person.		
3	Divide the class into small discussion groups to share their lists and to prepare a list of the most frequently listed leadership qualities. Have a member from each group read the list to the class.		

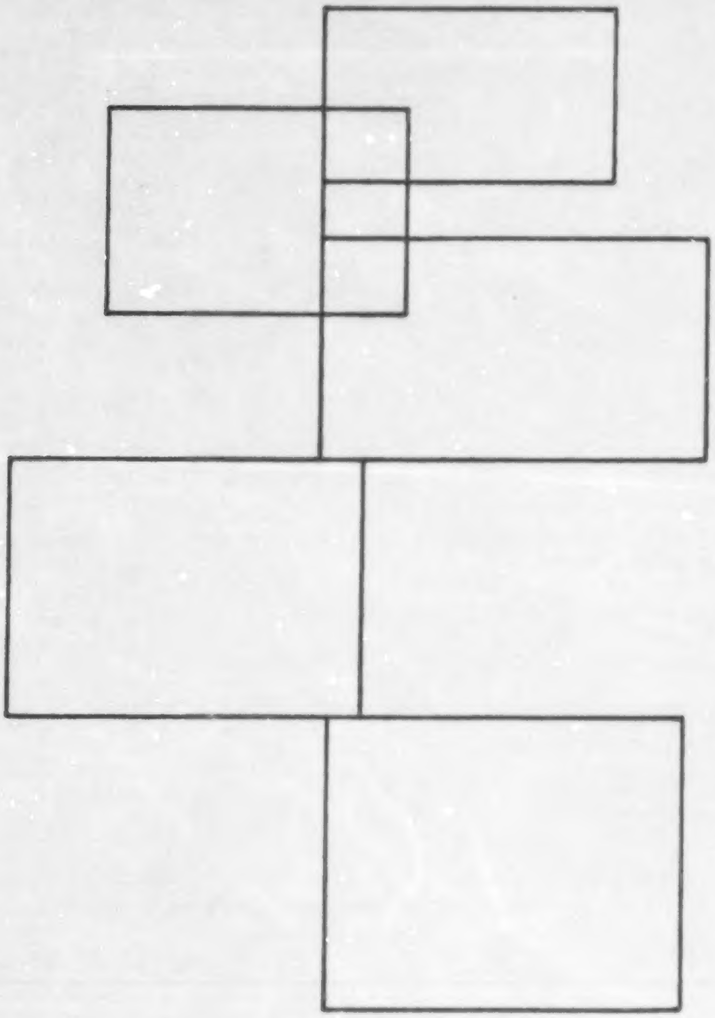
LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Have students read Instruction Sheet I. Discuss the three leaderships styles.	Instruction Sheet I	
5	Have students complete Student Self-Check I. Discuss the leadership style of each reaction. Encourage students to indicate which style they would use in the situation.	Student Self-Check I (Answers in this section)	
6	Prepare case situations and provide one for each student. One suggestion is: Pretend that the class has won a prize of $100. Decide how it should be spent.	Case situations similar to those in Student Self-Check I	
	Have each student choose an appropriate leadership style and prepare a reaction similar to those in Student Self-Check I. When the class is ready, have each student demonstrate how he/she would apply the leadership style. Use the Instructor's Final Checklist to evaluate each student.	Instructor's Final Checklist	
	To summarize this task, you may have students assess their leadership abilities by completing the exercise.	Exercise, "Assessing Leadership Ability" (Copy is in this section.)	

Introduction

DEMONSTRATING LEADERSHIP ABILITY*

Describe this diagram to the class members. They are to try to draw it as you describe it. First take a few minutes to think about the best way to describe it to the other students.

The class may not ask you any questions. You may not use gestures or props.



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*Taken from Wiley, Tobin, Engstrom, Andrade, Reed, Shuchat, "Occupational Preparation Hospitality and Recreation," U.S. Office of Education, 1976.

Suggested Answers for Student Self-Check I

IDENTIFYING LEADERSHIP STYLES

1. A, P, D
2. P, A, D
3. A, D, P
4. A, D, P
5. D, P, A
6. P, A, D

ASSESSING LEADERSHIP ABILITY

The chart below describes qualities of effective leadership. Each column describes how you may feel about each quality. Check the column beside each quality that best describes the way you feel.

LEADERSHIP QUALITY	I HAVE THAT ABILITY	I DO NOT HAVE THAT ABILITY
1. I can analyze myself, because I understand myself.		
2. I can analyze others, because I understand people.		
3. I can act independently.		
4. I can observe situations and become sensitive to them.		
5. I can make decisions.		
6. I can encourage individuals to act on their own.		
7. I can plan and organize activities.		
8. I can explain rules and instructions so that everyone understands them.		
9. I can direct activities so that everyone in the group participates.		
10. I use good judgement in an effort to solve problems.		

Instructor's Final Checklist

DEMONSTRATING LEADERSHIP ABILITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In demonstrating his/her leadership ability, the student:

	Accomplished	Not Accomplished
1. Chose the leadership style most appropriate for the case	[ ]	[ ]
2. Demonstrated how the leadership style can be applied	[ ]	[ ]

PLANNING A RECREATIONAL PROGRAM

OBJECTIVE

GIVEN a list of special events,

PLAN A RECREATIONAL PROGRAM FOR ONE EVENT.

YOUR PLAN must include the six basic parts of a well planned program.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize the importance of having an understanding of individual needs before making plans for those individuals.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. ACTIVITIES FOR RECREATIONAL PROGRAMS	1
II. SAMPLE RECREATIONAL PROGRAM PLAN	2
Instructor's Final Checklist	
PLANNING A RECREATIONAL PROGRAM	4

CHECK-OUT ACTIVITIES

Using the information you collected in Learning Activity 3,

Write a recreational program plan.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the categories of activities appropriate for recreational programs and the importance of knowing the audience before planning specific activities. Ask students to list specific activities for each category listed. Some examples are: Games - hopscotch, checkers Sports and athletics - baseball, basketball Performing arts - dance, drama, singing Arts and crafts - carving, weaving Outdoor recreation - hiking, fishing, bird watching Special events - community dancing, fireworks display Hobbies - photography, stamp collecting	Instruction Sheet I	
2	Have students study the sample program plan in the Instruction Sheet. Discuss the six basic parts of the plan.	Instruction Sheet II	
3	Prepare a list of several events. Suggestions are: National and/or state holidays Special school events Parent-teacher events Special days such as Valentine and Halloween	List of events suitable for a recreational program	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Divide class into small groups. Let each group choose an event and collect information needed to prepare a recreational program for the event. (Have them follow the sample program in Instruction Sheet II.)	Instruction Sheet II	
4	Using the information collected in small-group sessions, have each student write a recreational program plan. Allow students to refer to Instruction Sheet II to arrange the plan in the proper format.	Information collect in Learning Activity 3 Instruction Sheet II	
	Use the Instructor's Final Checklist to evaluate each program plan. NOTE: Students will use their program plans for the next task assignment sheet.	Instructor's Final Checklist	

Instructor's Final Checklist

PLANNING A RECREATIONAL PROGRAM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's recreational program included the six basic parts:

	Accomplished	Not Accomplished
1. Need for program	[ ]	[ ]
2. Purpose of program	[ ]	[ ]
3. Aims and objectives of program	[ ]	[ ]
4. Details of program	[ ]	[ ]
5. Financial arrangements for program	[ ]	[ ]
6. Brief description of activities for program	[ ]	[ ]

SCHEDULING RECREATIONAL ACTIVITIES

OBJECTIVE

GIVEN a recreational program plan and a program schedule form,

PREPARE A RECREATIONAL PROGRAM SCHEDULE.

YOUR SCHEDULE will be rated according to the Instructor's Final Checklist

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that making a schedule of events will help a program run more smoothly, particularly when two or more events are being conducted at the same time.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheets	
I. SCHEDULING RECREATIONAL ACTIVITIES	1
Instructor's Final Checklist	
SCHEDULING RECREATIONAL ACTIVITIES	3

CHECK-OUT ACTIVITIES

Your instructor will provide a program schedule form.

Prepare the schedule for your recreational program.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students study the program schedule in Instruction Sheet I. Discuss the four factors to consider when scheduling activities. Invite a resource person to talk with the class about planning and scheduling recreational programs.	Instruction Sheet I Suggested resource persons: Athletic director Athletic coach Recreation director Recreation leader	
2	Divide the class into the same groupings as in Task Assignment Sheet PA-HR-29. Ask each group to review the recreational program plan it prepared for the last assignment. Have the members determine specific activities to be included in a program schedule based on the program plan. Have each group assign a leader and time slot to each of the activities.	Recreational Program Plan prepared in Task Assignment Sheet PA-HR-29.	
3	Provide each student a Program Schedule form. Have each student prepare a program schedule based on the plans made in the group session. Use the Instructor's Final Checklist to evaluate each schedule NOTE: These program schedules will be used in the next Task Assignment Sheet.	Program Schedule forms (A master copy is in this section.) Each group's master schedule plan Instructor's Final Checklist	

Master Copy

PROGRAM SCHEDULE

Task Assignment Sheet PA-HR-30

Leader Activity	No. 1 Name	No. 2 Name	No. 3 Name	No. 4 (Junior Leader) Name
A.M. 10:00 – 11:00				
11:00 – 12:00				
12:00 – 1:00				
P.M. 1:00 – 2:00				
2:00 – 3:00				
3:00 – 4:00				
4:00 – 5:00				
5:00 – 6:00				
6:00 – 7:00				
7:00 – 8:00				
8:00 – 9:00				
9:00 – 10:00				

Instructor's Final Checklist

SCHEDULING RECREATIONAL ACTIVITIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's program schedule:

	Accomplished	Not Accomplished
1. Included active and inactive events.	[ ]	[ ]
2. Included competitive and noncompetive events.	[ ]	[ ]
3. Scheduled activities at logical times	[ ]	[ ]
4. Assigned activities to the senior leaders on an equal basis . . .	[ ]	[ ]

PREPARING EQUIPMENT PRICE LISTS

OBJECTIVE

GIVEN a recreational activity, an equipment list and access to equipment prices,

PREPARE AN EQUIPMENT PRICE LIST FOR THE ACTIVITY.

YOUR PRICE LIST must include a heading, a list of equipment necessary for the activity, the price of each piece of equipment and the total cost of the equipment.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the wisdom of determining the actual cost of a commodity before making a purchase.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
PREPARING EQUIPMENT PRICE LISTS	5

CHECK-OUT ACTIVITIES

Prepare an equipment price list for the recreational activity your group selected in Learning Activity 1. Use the equipment list prepared by your group in Learning Activity 3.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Divide the class into the same groups as those for Task Assignment Sheet PA-HR-30. Ask each group to review the Program Schedule it prepared in the previous Task Assignment Sheet. Have the members identify the activities which require the use of equipment and make a list of the equipment. The quantity of each item should be listed. (Remind students that quantity is frequently determined by the number of participants.)	Program Schedules prepared in Task Assignment Sheet PA-HR-30.	
2	Have each group member select one or two items from the equipment list for which to find prices.	Equipment lists prepared by the groups	
3	Have students look through catalogs to determine prices of equipment, and/or Suggest visits to actual places of business to find prices. This may be done after school hours. When each student has found a price for his/her equipment, call group meetings again. The members can share their information and add the prices to their equipment list. Ask each group to prepare a copy of the list for each member.	Equipment catalogs for sports, crafts, games, etc. Sporting goods stores, craft shops, toy stores, others	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Make a transparency handout or illustration on the chalkboard of the sample-format of an equipment price list. Explain each column heading. Show how to complete the form by filling in examples for each column and blank.	Sample format for an equipment price list (A form is in this section.)	
5	Assure that each student has an equipment/price list prepared by his/her group. Have each student prepare an equipment price list on his/her own paper in the format you demonstrated in Learning Activity 4. Keep the format available for reference. Use the Instructor's Final Checklist to evaluate each equipment price list.	Equipment/price list prepared by the group Instructor's Final Checklist	

SAMPLE FORMAT FOR AN EQUIPMENT PRICE LIST

EQUIPMENT PRICE LIST FOR ____(Activity)____

DESCRIPTION OF EQUIPMENT	QUANTITY	UNIT PRICE	TOTAL

TOTAL ____________

TAX ____________

TOTAL COST OF EQUIPMENT ____________

Instructor's Final Checklist

PREPARING EQUIPMENT PRICE LISTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's equipment price list included:

	Accomplished	Not Accomplished
1. A heading	[ ]	[ ]
2. Equipment necessary for the activity	[ ]	[ ]
3. The price for each piece of equipment.	[ ]	[ ]
4. The total cost of the equipment	[ ]	[ ]

PUBLICIZING RECREATIONAL PROGRAMS

OBJECTIVE

GIVEN the necessary supplies,

CREATE A PUBLICITY ITEM FOR A RECREATIONAL PROGRAM.

YOUR CREATION must include the five W's.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--The students will realize that publicity is the stablizing factor of community and commercial recreation, for it attracts the support of the community.

CONTENTS OF MODULE

Instruction Sheets	Learning Activity Number
I. PUBLIZING RECREATIONAL PROGRAMS	4

CHECK-OUT ACTIVITIES

Create a publicity item for the recreational program you planned in Task Assignment Sheets PA-HR-29 and PA-HR-30. You may create a poster, a flyer, a newspaper advertisement, or a newspaper article.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students bring examples of publicity for various leisure activities: flyers, posters, newspaper advertisements, and articles about movies, bands, concerts, recreational programs, etc. Discuss types of publicity to which people are exposed to in their day-to-day activities: TV, radio, magazines, newspapers, and posters.	Examples of publicity	
2	Review with the class the reasons for publicizing recreational programs: —To inform the public of the particular service offered. —to educate the public about the goals and purposes of a recreation program. —to expose the public to new ideas. --to enable those with common recreational interests to get together.		
3	Present the five W's to the class: who, what, when, where, and why. Emphasize that all kinds of publicity should include the five W's. Discuss features of an attractive poster or flyer: colors which attract attention (e.g., black and yellow, red and blue, black and white.); how much information you can give on one poster or flyer and still make it effective.		

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Invite a resource person to talk to the class about developing publicity material.	Suggested Resource Person: Journalism teacher Newspaper reporter Art teacher Commercial artist Advertisement person	
4	Have each student create one publicity item for the recreational program he/she planned in Task Assignment Sheet PA-HR-29 and PA-HR-30. He/she may create a poster, flyer, newspaper advertisement or newspaper article. Use the Instructor's Final Checklist to evaluate each publicity item.	Posters: Posterboard Magazines (for pictures) Crayons or markers Flyers: Sheets of bond paper (preferably colored) Ink pens and/or markers Newspaper advertisements: Paper Black ink pens and/or markers Newspaper articles: Newsprint or plain paper Ink pen or typewriter Instructor's Final Checklist	

Instructor's Final Checklist

PUBLICIZING RECREATIONAL PROGRAMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's publicity item included the five W's:

	Accomplished	Not Accomplished
1. Who can participate in the event?	☐	☐
2. What kind of event is it?	☐	☐
3. When is the event to take place?	☐	☐
4. Where is the event to take place?	☐	☐
5. Why is the event to take place?	☐	☐

OPERATING A STOP WATCH

OBJECTIVE

GIVEN a stop watch and a performance,

OPERATE THE STOP WATCH TO TIME THE ACTIVITY.

YOUR READING must be within one second of your instructor's reading.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the importance of accurate time readings for timed athletic and recreational activities.

CONTENTS OF MODULE

Learning

Instruction Sheet

I. OPERATING A STOP WATCH 1

Instructor's Final Checklist

OPERATING A STOP WATCH 5

CHECK-OUT ACTIVITIES

Your instructor will provide a stop watch.

Operate the stop watch to time an activity.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss each part of a stop watch and its purpose(s). Explain that stop watches are operated in different ways, depending on the make. However, most stop watches, are operated in one of the two ways listed in this Instruction Sheet.	Instruction Sheet I	
2	Provide students a copy of Student Self-Check I. Have them mark the reading given below each illustration. As a class, discuss each of the readings. If necessary, you may refer to the Answer Key.	Student Self-Check I (Master copy is in this section.) Answer Key to Student Self-Check I	
3	Provide a class demonstration: (1) Have an athletic coach or a business teacher demonstrate the operation of a stop watch. (These departments usually have stop watches.) or (2) Obtain a stop watch and demonstrate how to operate it. (3) If a stop watch is not available, prepare a transparency of a stop watch. Demonstrate both basic operations by pointing out the various parts of the stop watch as you explain each step listed in Instruction Sheet I.	Stop watch or Transparency of a stop watch Instruction Sheet I	

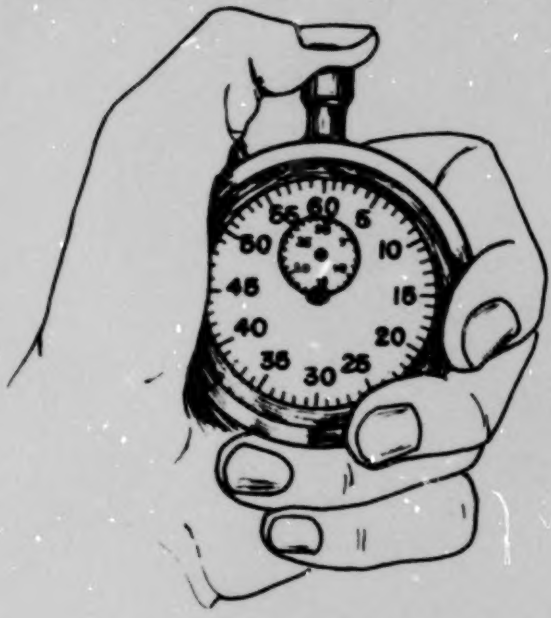
LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	If possible, obtain several stop watches. Divide the class into groups, and provide each group a stop watch. Allow enough class time for a short practice session. If stop watches are not available, provide students an illustration of one. Have them follow the operations listed in Instruction Sheet I and mark each part of the stop watch as it is to be used.	Stop watches or Illustrations of stop watch Instruction Sheet I	
5	Have each student time a brief activity. A leader or instructor must time the event along with the student. This activity may be implemented in several ways: (1) Arrange with the athletic department, business department, or drama department for a few students to time a sports event, a typing or shorthand exercise, or a dramatic exercise. (These instructors may complete the Instructor's Final Checklist for each participating student.) (2) Allow a few minutes at the end of several class periods for a few students to take turns timing a very brief performance by other students.	Two or more stop watches Performance(s)	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	(3) If there are enough stop watches available, divide the class into groups. Provide each group two stop watches, one for the group leader and one for students who will time a performance. Have group members take turns timing each other as they carry out a brief activity. The leader will compare his/her reading with each of the other members operating the stop watch and record the results. The results will be turned in to you. You may then have each leader time an event as you compare readings.		
	Use the Instructor's Final Checklist to evaluate each student's performance.	Instructor's Final Checklist	

Student Self-Check I

READING A STOP WATCH

Draw the minute and second hands in the correct position on the stop watches.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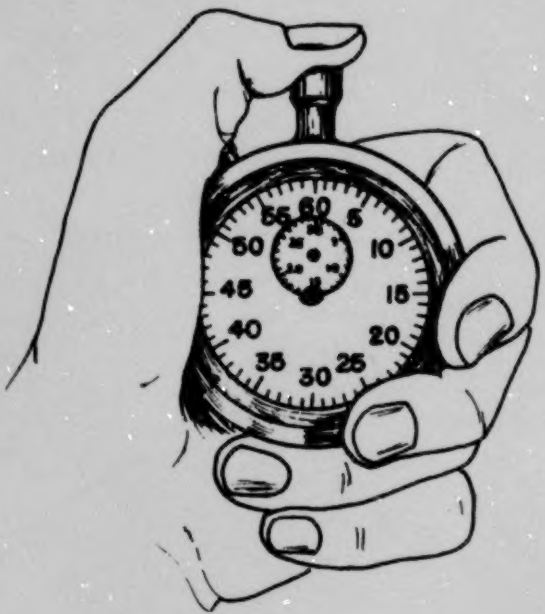
15 seconds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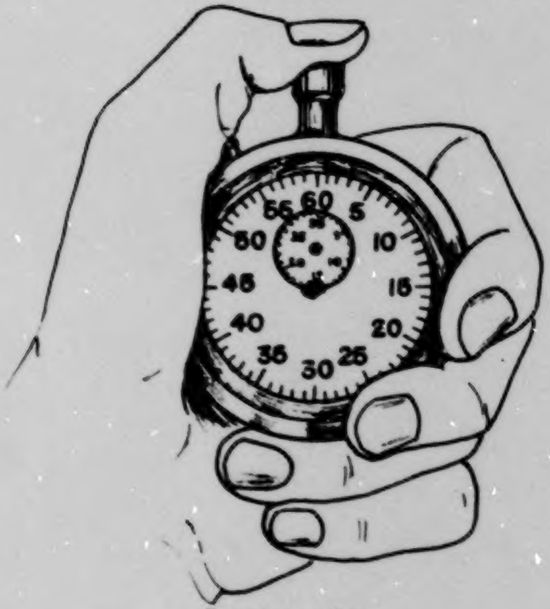
50
55

1 minute, 15 seconds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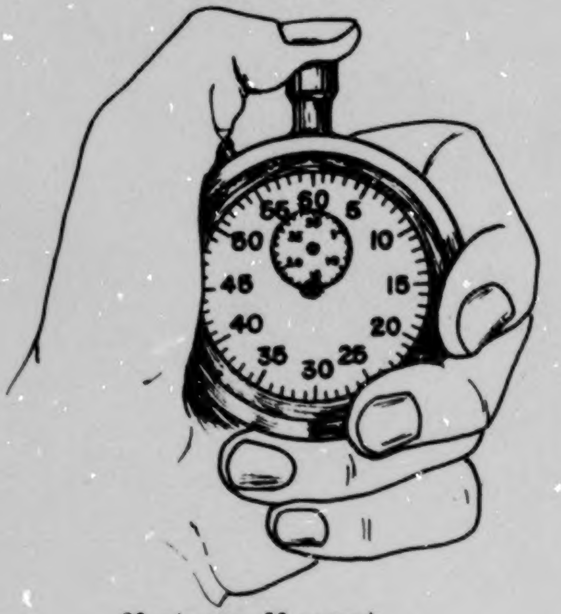
Starting point


60
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45
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55

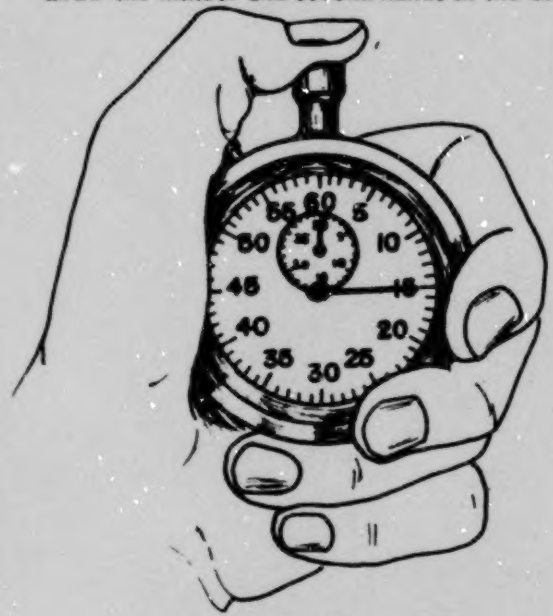
23 minutes, 38 seconds

ANSWER KEY

Student Self-Check I

READING A STOP WATCH

Draw the minute and second hands in the correct positions on the stop watches below.


60
5
10
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30
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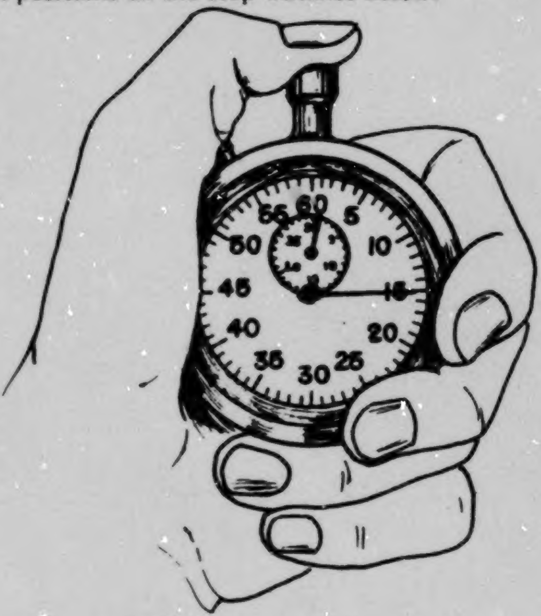
45
50
55

15 seconds


60
5
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20
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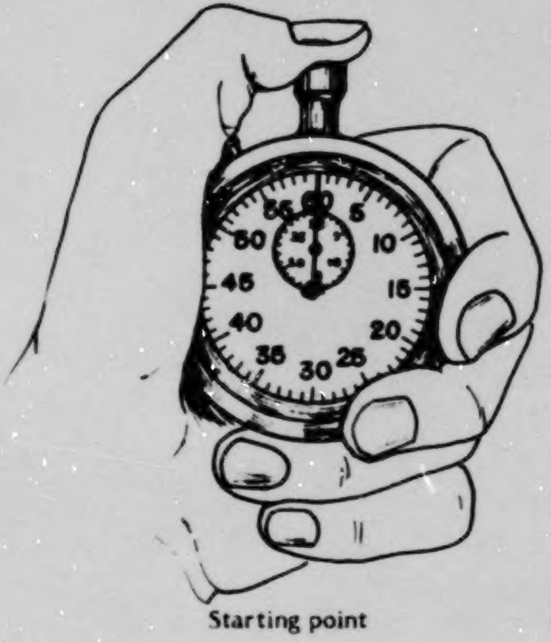
30
35
40
45
50
55

1 minute, 15 seconds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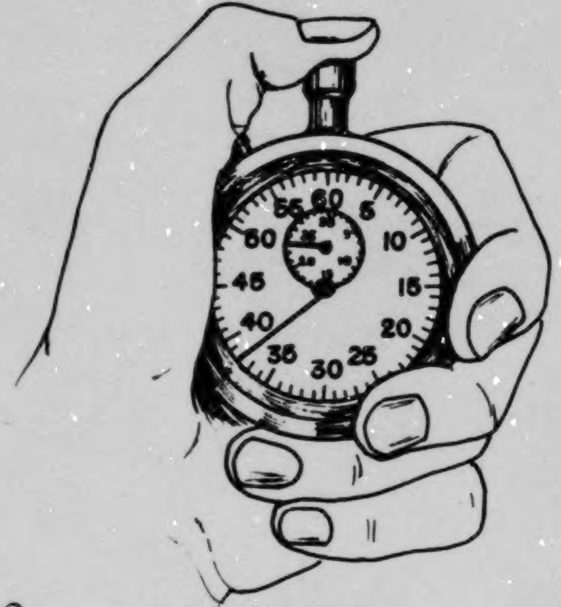
Starting point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23 minutes, 38 seconds

Instructor's Final Checklist

OPERATING A STOP WATCH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
When operating the stop watch to time a performance, the student's reading was within one second of the instructor's reading	[ ]	[ ]

MAKING LESSON PLANS

OBJECTIVE

GIVEN an activity and a lesson plan outline,

MAKE A LESSON PLAN FOR THE ACTIVITY.

YOUR LESSON PLAN must include the points in the lesson plan outline. Point 4 should be completed only for sports or games.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn how to plan and organize a presentation.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
MAKING LESSON PLANS	3

CHECK-OUT ACTIVITIES

Your instructor will provide a copy of the lesson plan outline.

Make a neat copy of the lesson plan your group prepared.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Make a transparency or duplicate handouts of the Lesson Plan Outline. As a class, choose an activity and develop a sample lesson plan for the activity. Indicate the time it will take to present each section. Try to prepare a 15-minute presentation.	Lesson Plan Outline (Master copy is in this section.)	
2	Divide the class into groups and have each group choose an activity to teach. If necessary, provide a list of activities. Provide each group a Lesson Plan Outline. Have each group develop a lesson plan for the activity.	Lesson Plan Outline List of Activities (Master copy in this section.)	
3	Provide each student a copy of the Lesson Plan Outline. Have him/her make a neat copy of the lesson plan made in his/her particular group. Use the Instructor's Final Checklist to evaluate each lesson plan.	Lesson Plan Outline Instructor's Final Checklist	

LESSON PLAN OUTLINE

1. **Introduction of Activity** (Time required ________):

2. **Explanation of Objective** (What the class should be able to do when you have finished teaching the activity) (Time required ________):

3. **Description and/or Display of Necessary Equipment** (Time required ________):

4. **Explanation of Rules and Scoring** (if sport or game) (Time required ________):

5. **Demonstration of Activity** (Time required ________):

6. **Emphasis of Important Points** (Keep safety hazards in mind.) (Time required ________):

7. **Evaluation** (How the class will show that it can do what it has been taught) (Time required ________):

SUGGESTED ACTIVITIES

--An art or craft skill
--A needlework skill
--A green-thumb skill (growing or arranging plants)
--Care of a pet
--Exercises to lose weight or develop muscle power
--Techniques of coaching or umpiring
--Games for preschoolers
--A sport skill (tennis, golf, bowling, for example)

Instructor's Final Checklist

MAKING LESSON PLANS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's lesson plan included:

	Accomplished	Not Accomplished
1. The activity	☐	☐
2. Objective	☐	☐
3. Necessary equipment	☐	☐
4. Rules and scoring, if game or sport	☐	☐
5. How activity will be demonstrated	☐	☐
6. Important points to stress	☐	☐
7. Evaluation	☐	☐

TEACHING A LESSON PLAN

OBJECTIVE

GIVEN a lesson plan and the necessary materials,

TEACH A PART OF THE LESSON PLAN.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will learn that teacher enthusiasm is helpful in teaching an activity.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
TEACHING A LESSON PLAN	5

CHECK-OUT ACTIVITIES

With your group, teach the lesson plan you prepared in Task Assignment Sheet PA-HR-34.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students review the steps in the Instructor's Final Checklist. Let each student use his/her lesson plan to see how it compares with the Checklist. As a class, discuss ways each step of the Checklist can be presented in a teaching situation.	Instructor's Final Checklist Lesson plans prepared in Task Assignment Sheet PA-HR-34	
2	Demonstrate teaching a simple activity. Follow the steps in the Instructor's Final Checklist.	Materials for teaching a simple activity	
3	Divide the class into the same groupings as in Task Assignment Sheet PA-HR-34. (Members of each group will have the same lesson plan.) The purpose of this learning activity is preparation for teaching the lesson plan. Each member will select parts of the plan to teach. (Be sure that each member has at least one part to teach. Also, assure that the seven parts of each plan are covered.) The groups will plan how each part of their lesson plan will be presented. (The presentation must "flow" from one part to another.) Review each group's plans to be sure they are acceptable.	Lesson plans	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	This Check-Out Activity is a group activity. Members of each group presents a part of their lesson plan. Use the Instructor's Final Checklist to evaluate each group's presentation.	Lesson plans Instructor's Final Checklist	

Instructor's Final Checklist

TEACHING A LESSON PLAN

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In teaching a lesson plan, the group:

	Accomplished	Not Accomplished
1. Had the materials ready	☐	☐
2. Introduced the activity	☐	☐
3. Explained the objective	☐	☐
4. Described and/or displayed the equipment necessary to carry out the activity	☐	☐
5. Explained the rules and scoring, if game or sport	☐	☐
6. Demonstrated the activity with confidence	☐	☐
7. Emphasized important points, such as safety precautions	☐	☐
8. Evaluated the class according to the objective	☐	☐
9. Was enthusiastic	☐	☐
10. Made certain that the class could see and hear	☐	☐
11. Conducted a 15-minute (approximately) session	☐	☐

CARRYING OUT AN EXERCISE PROGRAM

OBJECTIVE

GIVEN an exercise program and an exercise record form,

KEEP A RECORD OF YOUR EXERCISE PROGRAM FOR ONE WEEK.

YOUR RECORD must show the exercises included in your program, which days you carried out your exercise program, and the number of times you performed each exercise for the day.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will understand the importance of exercising in order to maintain good health.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
CARRYING OUT AN EXERCISE PROGRAM	5

CHECK-OUT ACTIVITIES

Go through your exercise program for one week. Keep a record by completing your exercise record form.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1 & 2	Invite physical education people to describe and demonstrate exercises that are suitable for boys and girls of this particular age group.	Suggested Resource persons: Physical education director Boys' gym coach Girls' gym coach Senior student recommended by the athletic coach	
3	Provide each student an exercise record form. Provide a listing of exercises for each category shown at the right. (Engage the help of the resource people if necessary.) Write the list on the chalk board or a transparency. Have students list exercises from each category on the form. Check to make sure the exercises are appropriate; e.g., a strenuous exercise may be unsuitable for a student with a health problem.	Exercise record form (A master copy is in this section.) Listings of exercises for a balanced exercise program: Warmup General Relaxing or Cool off	
4	Arrange for students to practice the exercises listed on their form. This may be done in the gym class. The important point is to see that they are doing the exercises correctly.		
5	Have students turn in the exercise record forms they have kept for one week. Use the Instructor's Final Checklist to evaluate each exercise record form.	Completed exercise record forms Instructor's Final Checklist	

EXERCISE RECORD FOR______________________________________

Week of ____________	Number of times I did the exercise for each day below:						
Name of Exercise	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Warmup							

Instructor's Final Checklist

CARRYING OUT AN EXERCISE PROGRAM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's exercise record card showed:

	Accomplished	Not Accomplished
1. The exercises included in his/her exercise program	[ ]	[ ]
2. The days each exercise was performed	[ ]	[ ]
3. The number of times each exercise was performed for the day.	[ ]	[ ]

COLLECTING AND DISPLAYING NATURE ITEMS

OBJECTIVE

GIVEN a list of nature items,

COLLECT AND DISPLAY SOME OF THE ITEMS LISTED.

YOUR DISPLAY must consist of items that belong to one of the three nature groups. EACH ITEM should be labeled with its name and the place where it was found.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will develop an appreciation of nature and will strive to preserve its delicate balance.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
COLLECTING AND DISPLAYING NATURE ITEMS	5

CHECK-OUT ACTIVITIES

Work with your group to prepare a display of the nature items you collected.

Handout: NATURE ITEMS BY NATURE GROUP	1, 3

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	You may arrange to have students complete this task in a science class.		
1	Provide each student a copy of "Nature Items by Nature Groups." Review the list with the class, and have students add other items to each nature group.	"Nature Items by Nature Groups" (Master copy is in this section.)	
2	Divide the class into three groups. Let students choose the group with which they prefer to participate--animal, vegetable, and mineral.		
3	Have each group list the items it plans to collect and display. Also have the students identify the places where they may find the items.	"Nature Items by Nature Groups"	
4	As students collect items, have them label each one with its name and place where it is found.	Nature items Labeling supplies	
5	Have each group prepare a display of the items it collected. Arrange three classroom stations to accommodate the displays: one for animal, one for vegetable, and one for mineral.	Nature items	

LA#	NOTE AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	Use the Instructor's Final Checklist to evaluate each display. Prepare an Instructor's Final Checklist for each group member. NOTE: The displays will be used for the next Task Assignment Sheet.	Instructor's Final Checklist	

NATURE ITEMS BY NATURE GROUPS

(for campers)

ANIMAL GROUP

- Feathers
- Butterflies
- Moths
- Fish (alive or pictures)
- Insects
- Small forest animals (pictures)
- Large forest animals (pictures)

MINERAL GROUP

Rocks
  --Limestone
  --Granite
  --Sandstone
  --Marble
  --Quartz
  --Shale
Pyrite
Nickle
Coal
Mica

VEGETABLE GROUP

- Flowers
- Leaves
- Woods
- Seeds
- Roots
- Moss
- Fern
- Cactus
- Lichen

Instructor's Final Checklist

COLLECTING AND DISPLAYING NATURE ITEMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
Each group display of nature items:		
1. Consisted of items for one of the three nature groups	☐	☐
2. Labeled each item with:		
a. Its name	☐	☐
b. The place where it was found	☐	☐

GIVING TALKS ON NATURE ITEM DISPLAYS

OBJECTIVE

GIVEN a display of nature items,

GIVE A TALK ON THE DISPLAY.

YOUR TALK should include for each nature item the scientific name, physical description, special qualities, and where it was found.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

—Students will realize that a knowledge of nature items helps us better understand the environment around us.

CONTENTS OF MODULE

Instructor's Final Checklist	Learning Activity Number
GIVING TALKS ON NATURE ITEM DISPLAYS	5

CHECK-OUT ACTIVITIES

As a part of your group presentation, give a talk on the nature items you chose in Learning Activity 1.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
	As with the previous Task Assignment Sheet, you may arrange for this task to be completed in a science class.		
1	Divide the class into the same groupings as in Task Assignment Sheet PA-HR-37. Have the members of each group choose the items for their display that they would like to talk about.		
2	Have students research the nature items they choose to talk about. They should find the information for the criteria listed in the Instructor's Final Checklist.	Nature items Suggested References and Resources: Science textbooks Science journals Dictionary Encyclopedias Science teacher Agriculture teacher Biology teacher Collectors of nature items TV nature programs	
3	Have students organize the information they obtained into an outline form.		
4	Have each of the groups practice its presentation for the display. Invite a collector of interesting items to make a talk to the class on his/her collection.	Suggested Resource Person: Collector of interesting items	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Have members of each group give a talk on the nature items they chose in Learning Activity 1. Use the Instructor's Final Checklist to evaluate each student's presentation.	Displays of nature items prepared in Task Assignment Sheet PA-HR-37. Instructor's Final Checklist	

Instructor's Final Checklist

GIVING TALKS ON NATURE ITEM DISPLAYS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In giving a talk on nature items, the student:

	Accomplished	Not Accomplished
1. Gave the scientific name of each item	[ ]	[ ]
2. Described the physical qualities of each item	[ ]	[ ]
3. Identified any special qualities of each item	[ ]	[ ]
4. Explained where each item was found	[ ]	[ ]

COLLECTING ADMISSION TICKETS

OBJECTIVE

GIVEN patrons with admission tickets to a sports, entertainment, or cultural event,

COLLECT THE TICKETS.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN):

--Students will understand the reasons for and uses of ticketing systems.

CONTENTS OF MODULE

	Learning Activity Number
Instruction Sheet	
I. COLLECTING ADMISSION TICKETS	1
Instructor's Final Checklist	
COLLECTING ADMISSION TICKETS	6

CHECK-OUT ACTIVITIES

Collect admission tickets at a sports, entertainment, or cultural event.

COLLECTING ADMISSION TICKETS

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss each of the steps discussed. Allow time for students to share experiences relating to events which required admission tickets.	Instruction Sheet I	
2	Conduct a "rap session" to identify establishments in your community which use tickets. As a class, make a list of some of the establishments identified. Classify the list by sports, entertainment, cultural. Divide the class into three groups. Arrange for each group to visit the establishments under one of the classifications--sports, entertainment, cultural. Have some members of each group obtain or make detailed sketches of tickets used. Have other members of the group interview the ticket takers.	List of establishments which use tickets: sports entertainment cultural	
3	Have students compare the tickets. Discuss the similarities and differences of tickets from the different types of establishments.	Tickets sketched or obtained from the establishments visited	
4	Have students who interviewed ticket takers make a brief presentation describing the interview.		

LA#	NOTE AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
5	Obtain a roll of tickets (some establishments have tickets that are no longer usable), OR have each student make a ticket. Divide the class into small groups. Provide each group with a supply of tickets, a container for the tickets, and a form for reporting the number of tickets collected. Have students in each group take turns role playing the ticket taker while the others play the part of patrons.	Tickets Container for tickets collected Form for reporting number of tickets collected	
6	If possible, arrange for small groups of students to collect admission tickets at a school event. The person in charge may complete the Instructor's Final Checklist. If this activity must be performed in the classroom, you may have different groups of students act as ticket takers each day for a week. They can be stationed at the classroom door and collect tickets from the other students entering the room. Use the Instructor's Final Checklist to evaluate each student's performance.	Patrons Admission tickets Container for tickets collected Instructor's Final Checklist	

Instructor's Final Checklist

COLLECTING ADMISSION TICKETS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. Collected a ticket from each patron	[ ]	[ ]
2. Examined each ticket for genuineness	[ ]	[ ]
3. Refused admittance to patrons without tickets or to undesirables	[ ]	[ ]
4. Deposited each ticket in the proper container	[ ]	[ ]
5. Directed patrons to their seats (if applicable)	[ ]	[ ]
6. Counted and recorded the correct number of tickets collected	[ ]	[ ]

IDENTIFYING UNCLEAN AND UNSAFE SWIMMING POOL ACTIVITIES

OBJECTIVE

GIVEN a picture of a swimming pool scene,

IDENTIFY THE UNCLEAN AND UNSAFE ACTIVITIES.

AT LEAST EIGHT ACTIVITIES must be identified.

7

ATTITUDES AND VALUES TO BE DEVELOPED IN THIS MODULE (AFFECTIVE DOMAIN)

--Students will realize that swimming pool rules are for their own protection, and will follow them when they visit a swimming pool.

CONTENTS OF MODULE

Instruction Sheet	Learning Activity Number
I. SWIMMING POOL RULES	1
Instructor's Final Checklist	
IDENTIFYING UNCLEAN AND UNSAFE SWIMMING POOL ACTIVITIES	4

CHECK-OUT ACTIVITIES

Your instructor will provide a picture of a swimming pool scene.

Identify the unclean and unsafe activities.

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
1	Have students read Instruction Sheet I. Discuss the swimming pool rules presented.	Instruction Sheet I	
2	Obtain a set of rules for a swimming pool(s) in your local community. Agencies that often manage swimming pools are: YMCA, YWCA, Department of Parks and Recreation, Country Clubs, hotels/motels, colleges/universities, and some public schools. Duplicate several copies and distribute them to the class. Have students compare this particular set(s) of rules to those in Instruction Sheet I.	Swimming pool rules for a pool(s) in your local community.	
3	Assign each student a swimming pool rule. Have him/her prepare a report on why the rule is important to the welfare and safety of pool visitors. Have him/her report orally to the class. An alternate activity is: Divide the class into three groups. Assign to each group respectively: the area around the pool, the swimming area, and the diving area. Have each group report on the importance of the rules for the area assigned.	Swimming pool rules	

LA#	NOTES AND SUGGESTIONS FOR INSTRUCTION	REFERENCES AND SPECIAL TOOLS AND EQUIPMENT	TEACHER'S NOTES
4	Provide each student a copy of the Check-Out Activity Sheet. Have him/her identify unclean and unsafe activities. Use the Answer Key to check each student's responses. Use the Instructor's Final Checklist to evaluate each student.	Check-Out Activity Sheet (A master copy is in this section.) Answer Key Instructor's Final Checklist	

Instructor's Final Checklist

IDENTIFYING UNCLEAN AND UNSAFE SWIMMING POOL ACTIVITIES

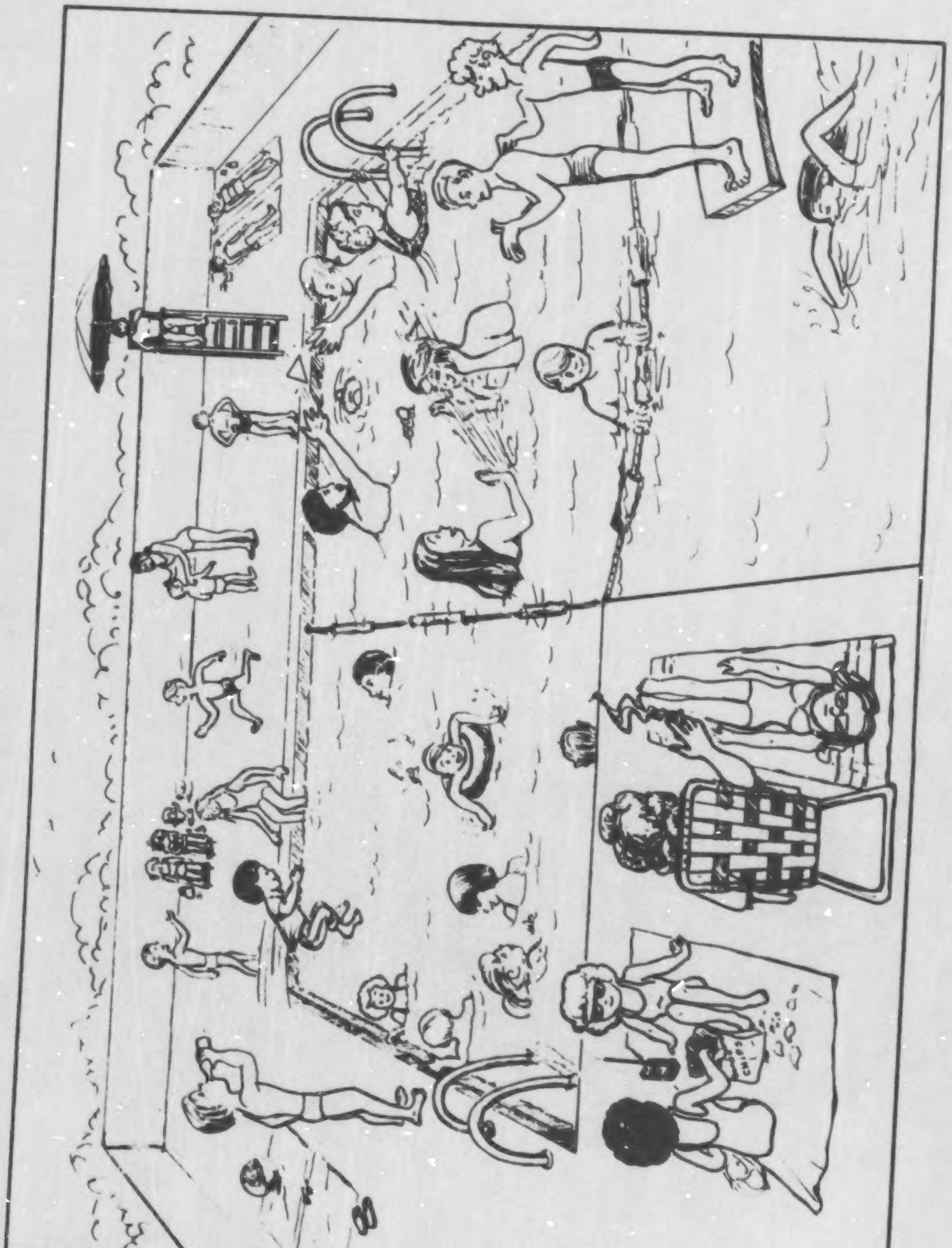
Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In reviewing the picture of the swimming pool scene, the student identified at least eight of the ten unclean and unsafe swimming pool activities..........................	[ ]	[ ]

Check-Out Activity Sheet

IDENTIFYING UNCLEAN AND UNSAFE SWIMMING POOL ACTIVITIES

Study the picture below. List the unclean and unsafe swimming pool activities. USE YOUR OWN PAPER. Do not write on this page.



ANSWER KEY

Check-Out Activity

IDENTIFYING UNCLEAN AND UNSAFE SWIMMING POOL ACTIVITIES

The unclean and unsafe practices in the swimming pool illustration are:

Pool Area:
1. Eating
2. Smoking
3. Running
4. Drinking from glass bottle

Swimming Area:
5. Splashing of water in swimmer's face
6. Hanging on rope (separating diving area)
7. Throwing a sharp object
8. Wearing street clothing

Diving Area:
9. Swimming under diving board
10. Two people on diving board

APPENDIX

PRACTICAL ARTS VIDOETAPES

These videotapes are available through the Kentucky Department of Education, Division of Materials and Curriculum, 19th Floor, Capital Plaza tower, Frankfort, Kentucky 40601; Telephone: (502) 564-2000.

Agribusiness, Natural Resources and Environmental Occupations

"Coal: Kentucky's Ace in the Hole": 1/2-inch color cartridge; 23 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Describes types of occupations available in the coal industry and discusses useful coal by-products.

"Wildlife": 3/4-inch color cassette; 25 minutes. Explains the role of wildlife in conservation.

"Energy Careers": 1/2-inch color cartridge; 15 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores careers in the alternative energy areas of solar energy, wind, and coal liquification.

"Agribusiness": 3/4-inch color cassette; 18 minutes. Deals with careers in agriculture and other farm-related careers.

Business and Office Occupations

"One Moment, Please": 1/2-inch color cartridge (2 cartridges available); 18 minutes. Explores occupations, ranging from camera operator to producer, available in radio and television production and necessary qualifications.

"Number, Please": 3/4-inch color cassette; 18 minutes. Discusses careers available in the telephone industry and shows on-the-job interviews for jobs in the industry.

"Roll the Presses": 3/4-inch cassette; 19 minutes, 20 seconds. Gives overview of careers needed to produce a newspaper.

Construction Occupations

"Construction Careers": 1/2-inch color cartridge; 20 minutes; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores types of occupations, including carpenters, electricians, and plumbers, in construction careers and necessary skills needed for these careers.

Home Economics Occupations

"Gainful Home Economics": 3/4-inch color cassette; 20 minutes, 45 seconds. Describes occupations related to home economics in which people are gainfully employed.

Health Occupations

"RX Good Health": 1/2-inch color cartridge; 23 minutes, 2 copies on 3/4-inch color cassette. Explores health careers, such as medical secretary, laboratory technician, and physical therapist, in addition to doctor and nurse.

Hospitality and Recreation Occupations

"Hospitality Unlimited": 1/2-inch cartridge tape; 16 minutes; color; also on 1/2-inch reel-to-reel; 2 copies of 3/4-inch cassette. Identifies careers in the restaurant industry and hotel/motel management.

Manufacturing Occupations

"Down the Assembly Line": 3/4-inch cassette; 18 minutes. Depicts production line workers on the job; introduces students to the division of labor system whereby each worker becomes skilled in a single operation.

Orientation to the World of Work

"The Rest of Your Life": 3/4-inch cassette; 30 minutes. Introduces students to step-by-step procedures necessary in seeking employment.

Personal Service Occupations

"Barbering and Cosmetology": 3/4-inch cassette. Explores careers available in these two areas.

Public Service Occupations

"Dear John Mail": 1/2-inch color cartridge; 20 minutes; 2 copies on 3/4-inch color cassette. Explores the types of postal careers and available postal facilities.

"Law Enforcement": 3/4-inch color cassette; 25 minutes. Presents occupations available in law enforcement careers, ranging from policeman to radio operator, and their functions; also identifies necessary qualifications for entering the occupations.

"Military": 3/4-inch cassette; 17 minutes, 30 seconds. Gives students an overview of various careers associated with the military.

Transportation Occupations

"Tracking A Trucker": 1/2-inch cartridge tape; 22 minutes; color; some on 1/2-inch reel-to-reel; 2 copies on 3/4-inch cassette. Explores occupations needed to support the trucking industry from mechanic to driver.

"The People of the Airlines": 3/4-inch cassette; 22 minutes. Shows people on the job at the airport and on the airplane.

REFERENCES APPROPRIATE FOR CAREER EXPLORATION

Documents

Exploring Careers, 1979
Bulletin 2001
Bureau of Labor Statistics
1371 Peachtree Street, N.E.
Atlanta, GA 30309
Telephone: (404) 881-4418

Occupational Outlook Handbook
Bulletin 1955
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(Cloth Cover) Stock No. 029-001-02067-8
(Paper Cover) Stock No. 029-001-02059-7

Dictionary of Occuaptional Titles
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock No. 029-013-00079-9

Sources of Information

Practial Arts Unit
Bureau of Vocational Education
21st Floor
Capital Plaza Tower
Frankfort, KY 40601
Telephone: (502) 564-3472

Gregg/McGraw-Hill
Webster Division
1221 Avenue of the Americas
New York, NY 10020

McKnight Publishing Company
Bloomington, IL 61701

New Jersey Vocational Technical
Curriculum Laboratory
Rutgers University
4103 Kilmer Campus
New Brunswick, NJ 08903

Ohio Department of Education
Division of Vocational Education
Career Development Service
Columbus, OH 43215

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Xerox Educational Publications
P.O. Box 16629
Columbus, OH 43216

ADDRESSING STUDENTS WITH SPECIAL NEEDS

Some students may need special help in achieving competency. Ideas are presented here for helping identify those students and modifying materials and techniques to help them succeed.

Identifying Students with Special Needs

Generally speaking, those students who cannot succeed in the regular vocational education programs without special help are termed "students with special needs" (Vocational Education Act of 1963 and Amendments). Persons most likely to be identified as students with special needs are the academically and economically disadvantaged and the handicapped--the mentally retarded, deaf and hard of hearing, speech impaired, emotionally disturbed, orthopedically (physically) impaired, health impaired, and learning disabled.

The handicapped are further identified as those (1) with a physical or mental disability that substantially impairs one or more major life activity--walking, seeing, hearing, speaking, working, or learning; (2) who have a record or history of such impairment or condition; and (3) are regarded as having an impairment (Rehabilitation Act of 1973). Women, minorities, the limited English speaking, and others likely to be underemployed or striving for equal opportunity in employment, when meeting the criteria for academic or economic deprivation, are specifically identified in the disadvantaged group to be given special help.

Formulating a Basic Approach to Teaching

Society recognizes the right of every individual to an appropriate education, and the law mandates giving persons with special needs an equal chance. In brief:

1. The Vocational Education Amendments of 1976 give special emphasis to developing and providing programs of vocational education for "those with special educational handicaps" and reserves moneys to do so.

2. The Education for All Handicapped Children Act of 1975 assures that all handicapped children between the ages of three to twenty-one have available to them a free, appropriate public education which relates to their unique needs and is provided in the least restrictive environment.

3. The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance and directs employers to take affirmative action in hiring handicapped people.

4. The Education Amendments of 1972 prohibit discrimination on the basis of sex in educational programs receiving or benefiting from federal financial assistance.

5. The Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race, color, religion, or national origin in any program or activity receiving federal financial assistance--including training for employment.

We must, then, provide equal opportunity to learn in our instructional processes.

Basically, an approach to teaching which recognizes individual differences in all students provides the best atmosphere for disadvantaged and handicapped students. This approach allows students to work at different rates; involves large group, small group, and individual instruction; incorporates a variety of instructional materials, media, and teaching techniques; and involves a variety of learning activities--reading, doing, discussing, listening, viewing, experiencing, sharing, cooperating, relating, using the senses, etc. It gives disadvantaged and handicapped students the dignity of exploring, learning, and facing the same experiences and responsibilities as other students, without limiting their possibilities by stereotyped concepts of what they can or cannot do.

It involves being organized, with students completely familiar with the teaching/learning plan. When beginning a CBVE class, for example, explain what learning to attain competencies means, how the students will carry out their work, how to use the materials, where to find materials, how and when tests will be given, how "passing" or competency is determined, and what your role as a teacher is.

It also means teacher direction for those students who are not self-directed learners--those with poor academic backgrounds who thrive on teacher interaction and need immediate feedback, instruction simplified, procedures modified, social development as well as specific job skills, role models, or other special aid. For these students, the learning activities described in the materials may become the teacher's lesson plan and utilized in large-group and small-group settings before the individual student attempts doing learning activities alone. The teacher-directed class might proceed as follows: teacher introduction to tasks to be performed, explanation of what is to be learned and why, presentation of information in small chunks, demonstration of how, student tryout and practice, time for questions and answers, trial test followed by reteaching, and evaluation. The teacher will employ a variety of strategies to address the learning needs and styles of the student.

Using Special Strategies

In order to determine the most appropriate teaching strategies, assess the class for kinds of special help required, and develop a plan for meeting any unique needs. Refer to Mainstreaming Guidebook for Vocational Educators by Dahl, Appleby, and Lipe, Olympus Publishing Company, Salt Lake City, Utah 84105, for modifications and general classroom strategies for meeting the unique needs of the different handicapped populations.

Also, enlist the advice and help of employers, support personnel, and agencies and organizations serving disadvantaged and handicapped populations in your school system and geographic area.

Redirecting Teaching Strategies Usually Used

Many of the strategies usually used with regular students may be redirected or modified and also provide effective learning activities for students with special needs. An explanation of how this many be done follows.

AUDIO-VISUALS (films, filmstrips, slide/tape, videotapes, and ETV and commercial television programs). The combination of sight and sound provides more effective communication than either sight or sound alone. Audio-visuals may be used to supplement or replace other methods of presenting information. The hearing impaired will require captioning, signing, or a printed script written at the appropriate reading level or presenting only essential details. The visually impaired may glean information from the sound source, but additional explanation will need to be provided for any visual display of information which is not explained adequately by the narration. Some audio-visual presentations, particularly 8 mm and 16 mm films, may move too fast for the information to be grasped and need to be evaluated with this in mind.

CONTACT WITH WORK ENVIRONMENT. Handicapping conditions, limited finances, geographic isolation, cultural difference, limited communication skills, and social isolation have caused disadvantaged and handicapped persons to have little contact with the world of work. Familiarity with the work setting in which a particular job takes place, relationships with other workers, business use of the telephone, relationship of one's job to other jobs in the same business are just a few examples of areas where special students may require special exposure by means of field trips, spending a day on the job, viewing films, or having additional training sessions.

NOTE: For those with physical impairments, field trips, on-site job observations, and work experience opportunities will be limited to "accessible" businesses in the community. Before deciding where to go, determine whether the facilities are accessible.

DEMONSTRATION AND TRYOUT. Demonstration by teacher, experienced workers, and previously trained students provide reliable role models for learners. Steps, procedures, precautions, physical manipulation, and techniques are imprinted visually in the order and at the time they should occur in task performance. Immediate tryout of the task following the demonstration or an immediate attempt of each step, technique, or procedure as it is demonstrated provides students direct involvement, permits correction and clarification, and promotes retention. Tryout also identifies areas in performance steps, techniques, tools, and work environment where handicapped students need to have modification in order to perform tasks and meet industry standards.

ELIMINATION OF STEREOTYPING. Disadvantaged and handicapped people face more than the sex role stereotyping myths in their quest for employment. The following are just a few examples: "Deaf people are dumb." The best job for blind people is tuning pianos." "He'll never be able to do that; he's a cripple." "Mr. ______ was no good; so will be his son." "She can never do that; her parents didn't go to college." In addition to overcoming the unfounded assumptions of others, disadvantaged and handicapped often have equal misconceptions about themselves thinking: "I can never do that." "_____, who is deaf does assembly line work; that's what I'll do, too." "I'll never be anybody."

Overcoming stereotyping may begin with using sex fair instructional materials and media, exploring interests and abilities, exploring two or three nontraditional jobs, or complimenting accomplishments. It may include planning how to reach an educational goal, providing role models (person with like handicap or socioeconomic background who has succeeded), as well as observing persons in nontraditional work roles. It means doing whatever raises aspirations and increases self-worth. It means attempting to eliminate underemployment.

EMPLOYER INVOLVEMENT. Programs with employer input are more practical and in line with the current needs of the job market. Employers who make input feel a special kinship to the program and get a chance to see the students before meeting them in the job market.

For disadvantaged and handicapped students, employer involvement offers a very special opportunity to remove common misconceptions about their capabilities. It enables employers to help with any modification needed, see students performing tasks, and observe how the students relate to others. It gives students a chance to prove that they can do the work, that they will not endanger themselves or others, and that they will not increase expenses. These are major employer concerns. Both students and teachers should be prepared to provide reassuring answers and evidence to show there is no more risk than with the nonhandicapped.

Employers may be involved by giving class presentations; giving suggestions for program improvement and modifications; conducting mock interviews; and providing work experience, observations and worker interviews, job analysis, etc.

HANDS-ON EXPERIENCES: PROBLEM SOLVING: PERSONAL INVOLVEMENT (work samples, tryout exercises, games, role playing). Being involved in a sample of work through completing a product, performing related paper work, or role playing interpersonal relationships on the job keeps students interested, holds attention to the learning tasks, and injects the realities of working and job performance in the teaching/learning situation. It makes the student feel that the instruction is practical and valuable. Accomplishment means "qualified for work"--a great boost to self-esteem for those who doubt self-worth.

The instructor and other students should avoid taking over when handicapped students are awkward or slow in completing a task. The student cannot master the skill if someone else does it.

ILLUSTRATIONS (pictures, graphs, bulletin boards, transparencies, and other visuals). The disadvantaged, the mentally retarded, and the hearing impaired, particularly, are especially oriented to visual methods of learning. Other students, with the exception of the blind and some visually impaired, will appreciate visual presentation of information to be learned. Student handouts, with the steps to a task illustrated and briefly and simply explained, are especially helpful. Captioning and brief explanations are important supplements. Many illustrations may be adapted for the visually impaired by making them tactile (so that they can be felt). Sometimes enlarged print and bold outlines help.

INTERACTION; INDEPENDENCE. Economic deprivation, geographic isolation, cultural isolation, and restrictions on mobility and social relationships imposed by physical impairments have limited the experiences of the disadvantaged and the handicapped in the community at large. Many have no previous work experience, little observation of the worker's daily routine, and limited social experiences. They have been sheltered at home, absent from the scene, at best onlookers.

So that they will not continue in this role after vocational training, experiences in the community and involvement with nonhandicapped people and other students are of utmost importance. These students, as well as their families and the working community, need proof that they can function independently and competently. They need to establish contacts who can serve as references to recommend them as competent workers who can relate to others.

Field trips, worker interviews, cooperative work experience, spending a day on the job, giving talks before civic groups are, therefore, important to the acclimation of disadvantaged and handicapped students to the world of work. Participating in team work projects with other students; pairing with a slower or faster learning peer; pairing with a nonhandicapped, a nondisadvantaged, or person from another race or culture will help faster understanding and promote learning communication skills. Teaching special units dealing with related communication and social skills will also be necessary; for example: office etiquette, relationships with employer and other employees, daily work expectations which are not direct task performance, telephone skills, appropriate dress and grooming habits, to name a few.

LISTENING (explaining, discussing, reacting orally). Learning by listening is an important tool to the disadvantaged, the visually impaired, speech impaired, learning disabled, and others who "prefer to be told" or "have to be told" rather than read about it.

The visually impaired require identification of familiar sounds in the work place to determine location of different work areas, equipment functions, and hazards. The hearing impaired require sight substitutions, such as indicator lights, for critical sounds they cannot hear. They may use lip reading, interpreting, and sound conduction or amplification devices. The retarded need to become accustomed to the sounds of the work place so that they can work without being distracted. The speech impaired need to be accorded the right to listen although they may have trouble participating, or not be able to participate orally.

When information is presented for listening, instruction in how to listen (what to listen for) is important. An outline of the information presented, supplemented by visuals, tryout exercises, showing, completion of a guidesheet questions to be answered, analysis of cases or problem situations, or other application activities will enhance use and retention of information heard.

Listening is a vocational skill as well as a learning skill. Workers must be able to receive information by listening as well as provide information for listening. Most on-the-job instruction is given orally. Explanation must be given to and received from customers, co-workers, and supervisors.

READING HELPS. Being fluent in the technical vocabulary or language of the job and able to read at the level required by the job is a part of occupational competency. On-the-job reading requirements may vary from the reading of signs to following instructions given in technical manuals. The instruction given in reading, then, for vocational purposes, will depend on the reading skills possessed by the student and the reading requirements of the job. Whether or not a supplemental class in remedial reading is offered, the vocational instructor will find providing reading helps also helps provide job skill.

Braille materials, large print textbooks, magnifying devices, and recordings may be provided for the visually impaired. Materials may be simplified or outlined for the hearing impaired and others with limited language skills. The native language may be supplied above the English for critical information in textbooks used by the limited English-speaking. Familiarity with the setting in which the printed information is applied may be given via field trips, demonstrations, or films to make reading easier and more meaningful.

Students with exceptional reading problems may require the help of a special reading teacher or be enrolled in a remedial reading program. Some schools employ vocational reading teachers to assist vocational students with developing vocational reading skills and doing the reading required in their programs.

RECORDING AND RECORDINGS (tapes, records, radio programs). Information may be presented and gained by listening to recorded information rather than reading. This strategy will aid the nonreader, the poor reader, the visually impaired, the learning disabled, and others through use as a variation of teaching technique. Recording is also a useful tool for the deaf in notetaking; the recording script may be transcribed into print later by a hearing individual. It will also provide instruction for those who have missed initial classroom presentation of information or who need review. Recordings may be supplemented by slides and pictures.

RELATED MATH. Competency in math, like competency in reading, is more critical to some jobs than to others. Math is best taught in relation to the task of which it is a part. This instruction should incorporate basic math and remedial math instruction as needed. A cooperative or team teaching effort with the math teachers or related math instructors in the school will relieve the burden on the vocational instructor. Enough practice and application exercises should be provided to insure retention of the math operations involved. It is helpful to compile a list of the math competencies needed to complete the training program, prepare an assessment test to determine student skills, and plan in the beginning a program which the student can follow to attain the basic math competencies prerequisite to the course. If the skills cannot be acquired simultaneously to the job skill training program, the student should postpone entry into the course until the prerequisite skills are attained. It may be necessary to prepare a special manual and modules to provide the related math instruction.

REMEDIAL AND RETENTION EXERCISES. Doing learning activities does not necessarily make students occupationally competent. Performance must be observed, misunderstandings clarified, procedures and techniques corrected, and repetition called for at a future time. Lesson planning should anticipate theory and tasks with which students are likely to have difficulty, include additional practice exercises, and provide alternate approaches to teaching. Repetition for retention should be provided, such as repetition of information in different media presentations or use of different types of application exercises. Review sessions, keeping notebooks, completing work samples, doing live work, and solving cases will also help.

SAFETY. The Occupational Health and Safety Act has increased employer concern for safety and underscored the importance of providing safety instruction along with task performance. It is especially important for the handicapped in two ways: (1) to overcome employer concern about the handicapped person's ability to take care of himself/herself and not endanger the lives of others; (2) to identify and deal with situations which are hazardous for persons because of particular handicaps.

To meet these needs for safety instruction, the handicapped student not only needs the basic or general safety instruction related to the occupation but safety instruction or special safety provisions needed for a person with his/her particular handicap. An example is the installation of a blinking light to tell a person who is deaf that equipment is running.

NOTE: The Kentucky Department of Labor, Occupational Safety and Health Program, Division of Education and Training, Frankfort, Kentucky 40601, Phone: (502) 564-6895, offers training programs to help vocational instructors teach safety.

SUPPORT SERVICES. Some students will require emotional, social, and financial support in order to succeed in the instructional programs. Others will need career counseling and special assistance in becoming employed. Government agencies, special schools, special personnel, and organizations for disadvantaged and handicapped persons can provide this help. The following are examples and should not be considered an all-inclusive list: resource room teachers, rehabilitation counselors, guidance counselors, tutors, remedial teachers, instructors in special schools, occupational therapists, diagnostic specialists, media personnel, handicapped workers, workers who are members of a minority group, social workers, and others who can serve as role models. Survey the community to identify who serves the needs of disadvantaged and handicapped persons in your area and incorporate their assistance in related learning activities.

UNIQUE MODIFICATIONS (modified equipment, tools, learning aids, changes in work environment, adaptacions in course or training program content). Some students require special help in meeting physical job requirements. When considering modification, it is important to concentrate on what the student can do. If at all possible, enable the student to function in the work environment as it is usually found. Employers look favorably on handicapped persons with this kind of preparation.

Rehabilitation centers; organizations and schools for the blind, deaf, dyslectic, disabled, and the mentally handicapped; and publishers and manufacturers of special instructional materials, aids, and equipment can offer aid in meeting unique needs. Consultation with special education personnel and rehabilitation counselors is a good starting point. The student should also be asked to make suggestions.

Care should be taken to insure occupational competency. Prospective employers should be shown how the modification operates in the work setting and how it increases efficiency.

The previously described list of strategies is not exhaustive. Others may be added. All will need to be directed toward the occupation for which training is being given, the students enrolled, the availability of instructional materials, and the community. It is also important to remember that what works well for one group of students or a particular student will not necessarily work well for another.

PRACTICAL ARTS

HOSPITALITY AND RECREATION OCCUPATIONS

MODULES 1-40

Task Assignment Sheet PA-HR-1
Reservations Clerk

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

CHARTING ROOM RESERVATIONS

Introduction

If you have spent the night in a hotel or motel, a room had to be reserved for you. Before it could be reserved, however, a reservations clerk checked a reservations chart to see if a room may be available. In this task assignment sheet, you will learn how to prepare a reservation chart.

Objective(s)

GIVEN room reservation requests and a reservation chart,

CHART THE RESERVATIONS.

YOUR RESERVATION CHART will be rated according to the Instructor's Final Checklist.

Learning Activities

1. READ, STUDY, and DISCUSS Instruction Sheet I, READING A RESERVATION CHART.
2. IDENTIFY the number of rooms on the reservation chart that have been reserved on specific dates. Refer to the reservation chart in Instruction Sheet I. Your instructor will work with the class on this activity.
3. READ, STUDY, and DISCUSS Instruction Sheet II, CHARTING RESERVATIONS.
4. IDENTIFY rooms on the reservation chart that are still available for reservation. REFER to the chart in Instruction Sheet I.
5. PRACTICE charting new room reservations. Your instructor will provide a reservation chart and other information for this activity.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a blank reservation chart and requests for room reservations.

Chart the reservations.

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Kentucky Department of Education, Frankfort, Kentucky 40601

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Instruction Sheet I

READING A RESERVATION CHART*

Reservation charts receive many requests for room reservations. But before a reservation can be accepted, the clerk must check the reservation chart to see if a room is available. Look at the reservation chart below.

YOUR HOTEL RESERVATION CHART

Type of Room	Total Available	Reservations by Date															
		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10	11/11	11/12	11/13	11/14	11/15	11/16
Single	10	10	10	10	9	7	10	9	7	8	8	7	9	10	10	4	2
Double	20	20	20	20	19	20	17	6	14	18	18	18	18	19	19	10	8
Twin	20	18	18	18	17	14	14	11	12	11	9	8	8	18	18	14	9
1-BR Suite	5	5	5	5	4	4	4	5	3	3	3	4	4	4	5	5	4
2-BR Suite	5	4	3	3	5	4	5	5	5	5	5	3	3	4	5	4	4

This chart tells the types of rooms available in the hotel--single, double, etc. It also tells the total number of rooms available by type. For example, there are 10 single rooms in your hotel.

The section on "Reservations by Date" shows the number of rooms that have been reserved for specific dates. For example, 17 double rooms have been reserved for November 6.

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*Adapted from Developmental Occupational Series, Hospitality and Recreation Occupations, module, "Reservations Clerk," State Department of Education

Instruction Sheet II*

CHARTING RESERVATIONS

As mentioned before, the reservations clerk refers to the reservation chart to see if there is a room available for a specific date. (Since guests are charged by the night, a guest who plans to arrive on November 8 and check out on November 9 is considered to be a reservation for November 8. The day of departure, November 9, is not recorded.) There is a room available if the number of rooms reserved is less than the total number available in the hotel.

For example, if a guest requests a double room for the evening of November 8, the chart indicates that 14 of the rooms have been reserved. Since there are 20 double rooms in the hotel, the guest can be accommodated. On the other hand, all the double rooms have been reserved for November 1, 2, and 3.

		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8
Double	20	20	20	20	19	20	17	6	14

Once a certain type of room has been reserved for a guest, the reservations clerk increases by one the number of rooms reserved for that date. (For example, one more double room is reserved for November 8. The clerk erases the 14 and writes 15 in pencil. Now the chart shows there are five more double rooms available.

		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8
Double	20	20	20	20	19	20	17	6	15

Instructor's Final Checklist

CHARTING ROOM RESERVATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In charting room reservations, the student:

	Accomplished	Not Accomplished
1. Charted each reservation for the type room specified	☐	☐
2. Charted each reservation for the correct dates	☐	☐
3. Increased the number of rooms reserved after each reservation	☐	☐

Task Assignment Sheet PA-HR-2
Reservations Clerk

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: PREPARING RESERVATION RACK SLIPS

Introduction

A hotel must keep track of reservations that have been made and charted. To do this, the reservations clerk prepares a form that is filed on the reservation rack. This form is called the reservation rack slip. In this task assignment sheet you will learn how to prepare reservation rack slips.

Objective(s)

GIVEN reservation requests and reservation rack slips,

PREPARE A RESERVATION RACK SLIP FOR EACH RESERVATION REQUEST.

THE INFORMATION on each reservation rack slip should match the information on the corresponding reservation request.

Learning Activities

1. READ and STUDY Instruction Sheet I, THE RESERVATION RACK SLIP.
2. DISCUSS the purpose of each part of the reservation rack slip in Instruction Sheet I.
3. READ, STUDY and DISCUSS Instruction Sheet II, PREPARING THE RESERVATION RACK SLIP.
4. WRITE a reservation request, and EXCHANGE it with a classmate. PREPARE a reservation rack slip for your classmate's request. When you have finished, have your classmate check your work to see if the information is correct. Your instructor will provide a reservation rack slip.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide reservation requests and reservation rack slips.

Prepare a reservation rack slip for each reservation request.

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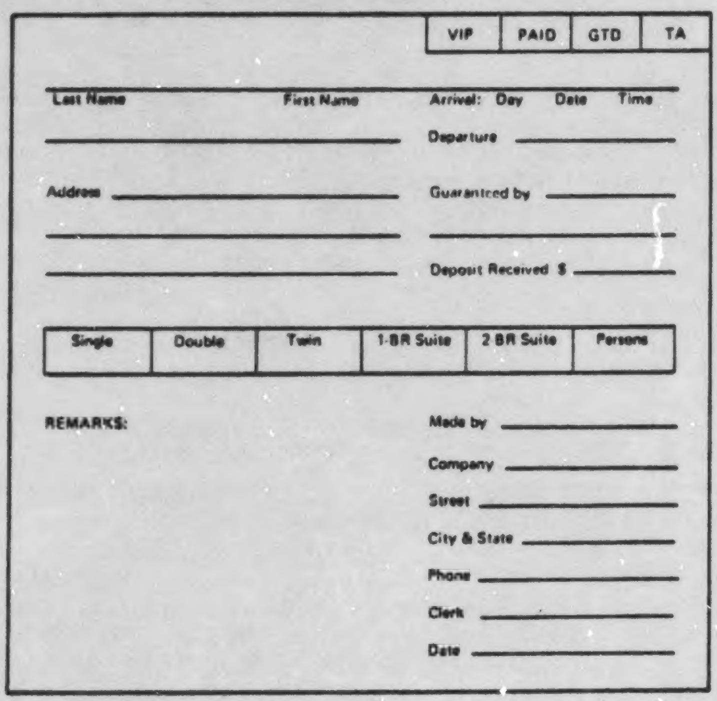
Instruction Sheet I*

THE RESERVATION RACK SLIP

There are several steps a reservations clerk goes through in handling reservation requests. The first step involves charting the reservation, if a room is available. The second step is preparing a reservation rack slip. Study the form below.

RESERVATION RACK SLIP



VIP	PAID	GTD	TA

Last Name　First Name　Arrival: Day　Date　Time

Departure ____

Address ____

Guaranteed by ____

Deposit Received $ ____

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons

REMARKS:

Made by ____

Company ____

Street ____

City & State ____

Phone ____

Clerk ____

Date ____

This form is used to keep track of the individuals for whom reservations have been made. It has space to record the name of the guest, type of room reserved, name of person making reservation, and length of stay. You will note that there are small boxes at the top of this form. These abbreviations indicate special reservation situations:

VIP (Very Important Persons) is used for those reservations of special celebrities or dignitaries.

PAID is used for those reservations which have been paid in advance.

GTD is used for a guaranteed reservation; for example, payment is guaranteed by the travel agent or the client's firm, whether or not the guest appears.

Instruction Sheet I (p. 2)

TA is used to indicate that a travel agent has made the reservation. Hotels generally pay travel agents a commission; therefore, it is necessary to make a notation on the reservation rack slip so that the commission can be paid.

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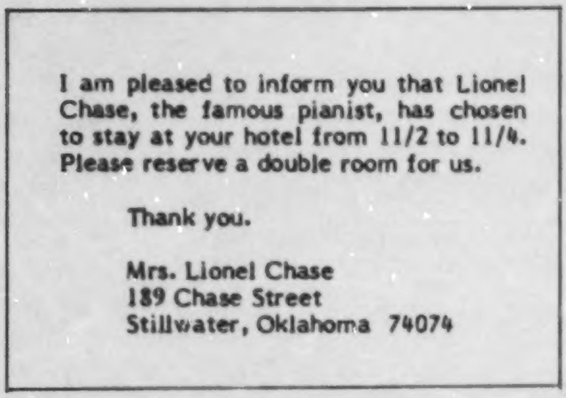
*Adapted from Developmental Occupational Series, Hospitality and Recreation Occupations, State Department of Education.

Instruction Sheet II*

PREPARING THE RESERVATION RACK SLIP

Most hotels use some type of reservation rack. This rack allows for the filing of rack slips which contain information about specific reservations.

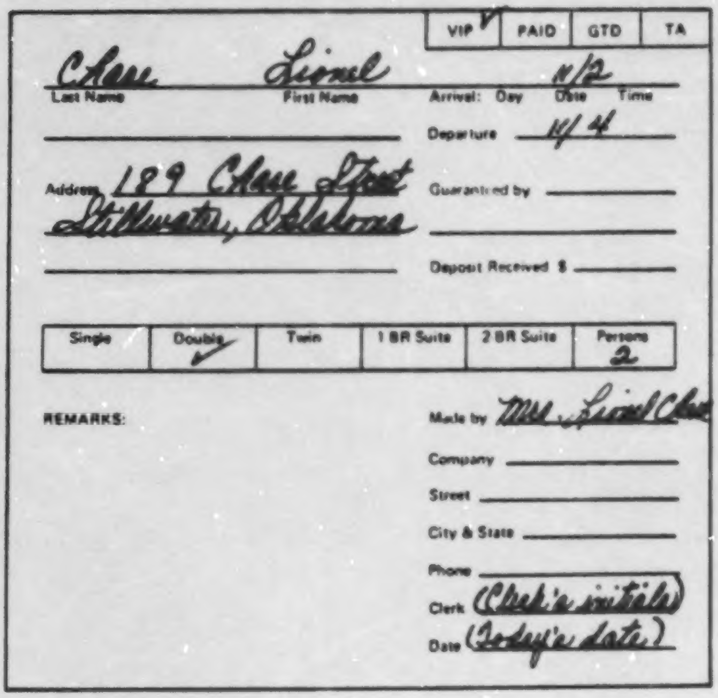
To prepare reservation rack slips, the reservations clerk again refers to the reservation requests that have been charted. The information on the requests is now transferred to the reservation rack slips. Study the examples below.



I am pleased to inform you that Lionel Chase, the famous pianist, has chosen to stay at your hotel from 11/2 to 11/4. Please reserve a double room for us.

Thank you.

Mrs. Lionel Chase
189 Chase Street
Stillwater, Oklahoma 74074



VIP	PAID	GTD	TA
✓			

Chase — Lionel — 11/2
Last Name — First Name — Arrival: Day Date Time

Departure 11/4

Address 189 Chase Street
Stillwater, Oklahoma

Guaranteed by

Deposit Received $

Single	Double	Twin	1 BR Suite	2 BR Suite	Persons
	✓				2

REMARKS:

Made by Mrs. Lionel Cha

Company

Street

City & State

Phone

Clerk (Clerk's initials)

Date (Today's date)

*Ibid.

Instructor's Final Checklist

PREPARING RESERVATION RACK SLIPS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing reservation rack slips, the student:	Accomplished	Not Accomplished
1. Prepared a reservation rack slip for each reservation request	[ ]	[ ]
2. Recorded the information correctly for each reservation request	[ ]	[ ]

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: CONFIRMING AND DENYING ROOM RESERVATIONS

Introduction

Many hotels notify the guest or the guest's travel agent that the reservation has been accepted. The reservations clerk fills out a reservation confirmation form and mails it to the guest or to the guest's travel agent. When the guest cannot be accommodated because of a "full house," the guest is mailed a reservation denial form. In this task assignment sheet you will learn how to prepare reservation confirmation and denial forms.

Objective(s)

GIVEN reservation requests, reservation confirmation and reservation denial forms, and a reservation chart,

PREPARE A RESERVATION CONFIRMATION OR A RESERVATION DENIAL FORM FOR EACH REQUEST. COMPLETE A MAIL FORM FOR EACH.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, PREPARING RESERVATION CONFIRMATIONS AND DENIALS.
2. IDENTIFY reservation requests that can be confirmed and those that must be denied. Also IDENTIFY the person or agency that receives the confirmation or denial. Your instructor will provide the necessary information.
3. PRACTICE filling out reservation confirmation, denial, and mailing forms. Your instructor will provide practice exercises and the necessary materials.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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Check-Out Activities

Your instructor will provide reservation requests, a reservation chart, and confirmation, denial, and mailing forms.

Prepare a confirmation or denial form for each reservation request. Address a mailing form to the proper person or agency.

*Adapted from Developmental Occupational Series: Hospitality and Recreation Occupations, Kentucky State Department of Education.

Instruction Sheet I

PREPARING RESERVATION CONFIRMATIONS AND DENIALS

It is often the policy of a hotel to notify the guest or travel agent (if reservation is made by travel agent) that the reservation has been accepted. Once the reservation rack slip is completed, the reservation confirmation form is prepared and mailed to either the guest or the travel agent. Study the process below.

1. A reservation request is received from Globe Travel Agency for King Alphonse.

GLOBE TRAVEL AGENCY
315 Estelle Avenue
Regency, Montana 95365

Please make reservations for the following guest:

King Alphonse
Valley of Wojod

Client will arrive 11/7; depart 11/8. 1-BR Suite pref.

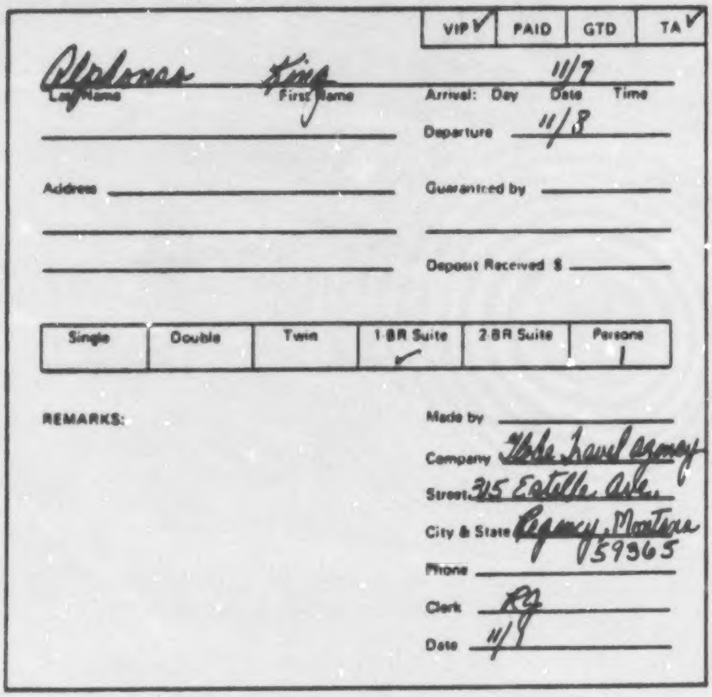
2. The reservations clerk checks the reservation chart to see if a 1-BR Suite is available for 11/7. The clerk then changes the 4 to 5 to show that one more room has been reserved for that date.

Type of Room	Total Available	11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9
Single	10	10	10	10	9	7	10	9	7	8
Double	20	20	20	20	19	20	17	6	14	18
Twin	20	18	18	18	17	14	14	11	12	11
1 BR Suite	5	5	5	5	4	4	4	4	3	3
2 BR Suite	5	4	3	3	5	4	5	5	5	5

Instruction Sheet I (p. 2)

3. The reservation clerk fills out a reservation rack slip and files it on the reservation rack.

RESERVATION RACK SLIP



VIP ✓	PAID	GTD	TA ✓

Alphonse King
Last Name First Name

Arrival: Day Date 11/7 Time

Departure 11/8

Address

Guaranteed by

Deposit Received $

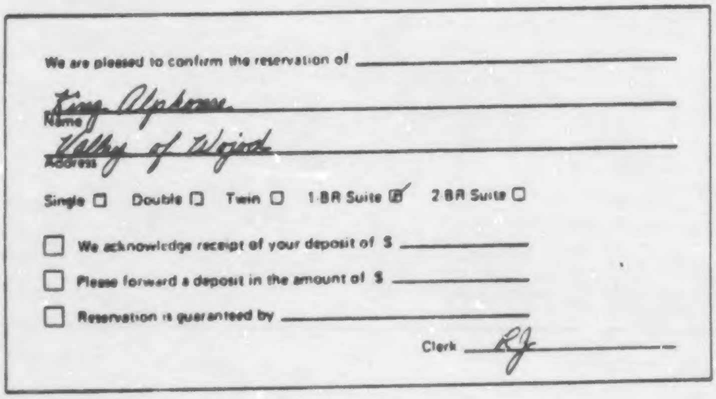
Single	Double	Twin	1-BR Suite	2-BR Suite	Persons
		✓			1

REMARKS:

Made by
Company Globe Travel agency
Street 315 Estelle Ave.
City & State Regency, Montana 59365
Phone
Clerk RJ
Date 11/4

4. Now the reservation clerk prepares the reservation confirmation form to show that the room has been reserved for King Alphonse.

RESERVATION CONFIRMATION



We are pleased to confirm the reservation of

King Alphonse
Name

Valley of Wizard
Address

Single ☐ Double ☐ Twin ☐ 1-BR Suite ☑ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $

☐ Please forward a deposit in the amount of $

☐ Reservation is guaranteed by

Clerk RJ

Instruction Sheet I (p. 3)

5. The final step is mailing the confirmation form to the proper place. Since a travel agency requested the reservation, the form is sent to the agency. If King Alphonse, himself, had made the request, the form would be sent to him.

MAIL

Globe Travel Agency
315 Estelle Avenue
Regency, Montana 59365

It is necessary at times, when rooms are not available, to deny reservations. In this case, the reservations clerk prepares a reservation denial form and sends it to the person or agency who made the request. For instance, if a room were not available for King Alphonse, this form would have been filled out and mailed to the Globe Travel Agency.

RESERVATION DENIAL

Unfortunately we are not able to confirm your reservation for 11/7 - 11/8

Name King Alphonse

Address Valley of Wojind

We hope that you will be able to join us at another time

Clerk RJ

Instructor's Final Checklist

CONFIRMING AND DENYING ROOM RESERVATIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In confirming and denying room reservations, the student:

	Accomplished	Not Accomplished
1. Completed a confirmation form for each request for which a room was available	☐	☐
2. Completed a denial form for each request for which a room was not available	☐	☐
3. Recorded the correct information for each request to the confirmation or denial form	☐	☐
4. Addressed a mail form for each confirmation and denial	☐	☐
5. Addressed each mail form to the proper person or agency	☐	☐

Task Assignment Sheet PA-HR-4
Desk Clerk

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: REGISTERING GUESTS

Introduction

When a guest arrives at the hotel, a doorman may be there to extend greetings and escort the guest to the front desk. At the front desk, the guest is asked by the front desk clerk to complete a registration card. The clerk then reviews the card and adds some more information. In this task assignment sheet, you will learn how to register guests.

Objective(s)

GIVEN a guest, room numbers and rates, registration forms, and room rack slips,

PREPARE THE REGISTRATION FORMS.

YOUR WORK WILL BE RATED according to the Instructor's Final Checklist.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, PREPARING REGISTRATION FORMS.
2. PRACTICE preparing registration forms and room rack slips. Your instructor will provide the necessary information for this activity.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide registration forms, room numbers and rates, and room rack slips.

With a classmate, take turns playing the roles of a guest and of a desk clerk. As the guest, fill out the registration form. As the desk clerk, complete the registration form and room rack slip.

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Instruction Sheet I*

PREPARING RESERVATION CONFIRMATIONS AND DENIALS

When a guest approaches the front desk to register, the front desk clerk asks whether the guest has an advanced reservation. If yes, the clerk checks the reservation rack and finds the guest's reservation slip. If no, the clerk asks what type of room, i.e. single or double, the guest prefers. Then he/she checks the room rack to see what rooms are available and selects one for the guests. The clerk completes a registration form similar to the one shown here.

Registration Card

No. in Party	Type Room	Room No.	Rate
1	Single	903	35.00

Guest's Signature Dean Judd
Home Address: Street 509 Clark St.
City Lexington State KY
Firm Bates Company
I PLAN TO DEPART ON : DAY Mon. DATE 11/6

I WOULD LIKE TO HANDLE MY ACCOUNT BY: (Check One)

☑ Cash
☐ Bank Americard
☐ Personal Check
☐ Master Charge
☐ ______ (Other)

A SAFE IS PROVIDED FOR THE PROTECTION OF YOUR VALUABLES

Folio Number 215066

I AGREE THAT MY LIABILITY FOR THIS BILL IS NOT WAIVED AND I AGREE TO BE HELD PERSONALLY LIABLE IN THE EVENT THAT THE COMPANY, OR ASSOCIATION FAILS TO PAY FOR THE FULL AMOUNT OF THE CHARGES.

ACCOUNT PAYABLE, ON PRESENTATION OR DEPARTURE

The desk clerk checks the completed card to see that the guest has filled it out satisfactorily. The clerk also writes the room number and rate on the card.

---

*Adapted from Developmental Occupational Series, "Hospitality and Recreation Occupations," State Department of Education.

Instruction Sheet 1 (p. 2)

A record must be kept of the rooms occupied for the night, so the desk clerk prepares a slip similar to the one here. It indicates which room is occupied and by whom it is occupied. The slip is then filed in the room rack for further reference.

903	Judd, Dean	11/6	(Departure Date)
(Room No.)	(Name)	11/2	(Arrival Date)

Instructor's Final Checklist

REGISTERING GUESTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing registration forms, the student:	Accomplished	Not Accomplished
1. Worked with a partner.	[ ]	[ ]
2. Filled out a registration card as a guest	[ ]	[ ]
3. Recorded a room number on his/her partner's registration card	[ ]	[ ]
4. Recorded the correct room rate on his/her partner's registration card	[ ]	[ ]
5. Recorded the correct room number, name, and arrival and departure dates on the room rack slip	[ ]	[ ]

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: RECORDING GUESTS' EXPENSES

Introduction

A record of expenses must be kept for each guest in the hotel. This record is referred to as a folio. One of the duties of the desk clerk is to post expenses for each guest on a daily basis. In this task assignment sheet you will learn how to post expenses to the folio.

Objective(s)

GIVEN charge slips and a folio for three guests,

POST THE EXPENSES TO EACH FOLIO.

ALL EXPENSES should be posted and totaled accurately.

Learning Activities

1. READ and STUDY Instruction Sheet I, POSTING DAILY EXPENSES.
2. DISCUSS the information presented in Instruction Sheet I.
3. PRACTICE posting expenses to a folio by completing Student Self-Check I, POSTING TO THE FOLIO.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide charge slips and a folio for three guests.

Post the expenses to each folio.

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Instruction Sheet I

POSTING DAILY EXPENSES

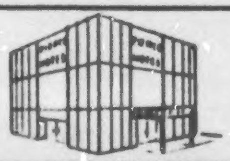
When guests check out of a hotel, they are presented the bill. The bill is the folio which lists the expenses that the guest has incurred each day of the stay.

There are two kinds of charges: room charges and other hotel charges. When the guest signs for charges in the restaurant, lounge and other areas of the hotel, a copy of the charge is forwarded to the front desk and "posted" or added to the bill of the guest. In most large hotels, this posting is done by use of an automatic cash registering machine. In smaller hotels, this posting is done by hand. To illustrate the process, a folio which has postings for several departments of the hotel, along with charge slips which the guest signed, is presented below. No slips are necessary for room rates since those charges are made at the front desk.

NAME David Barnes ROOM 401
RATE 32.50 TAX 1.50 NO. PERS. 1
ADDRESS
15 Oak Drive
Cincinnati, Ohio 45202

DATE IN 3/11 DATE OUT 3/15

Date	Charge	Balance
3/11	32.50 Room 1.50 Tax	34.00
3/11	4.20 Cof. Shp	38.20
3/11	3.50 Lounge	41.70
3/12	32.50 Room 1.50 Tax	75.70
3/12	2.00 Parking	77.70
3/13	32.50 Room 1.50 Tax	111.70
3/14	32.50 Room 1.50 Tax	145.70



CHARGE SLIPS

COFFEE SHOP

3/11

1 Chef Salad	2.60
1 Cola	.40
1 Apple Pie	.40
1 Coffee	.25
	3.65
Tax	.55
	4.20

David Barnes
Room 401

PARKING GARAGE

3/12
2.00

David Barnes 401

Lounge

3/11	Drink	3.25
	Tax	.25
		3.50

David Barnes
Rm. 401

Student Self-Check I

POSTING TO THE FOLIO

Below is a folio and charge slips. Post the expenses to the folio. Your instructor will provide a blank folio. Do not write on this page. When you have finished, check your folio with the one on the next page.

NAME Sarah Thompson ROOM 203
RATE 28.00 TAX 1.12 NO. PERS. 1
ADDRESS
123 Parke Blvd.
Lexington, Kentucky 40203

DATE IN 3/22 DATE OUT 3/24

Date	Charge	Balance

COFFEE SHOP

3/22

Hamburger	1.05
Coffee	.30
	1.35
Tax	.07
	1.42

Sarah Thompson
Rm. 203

COFFEE SHOP

3/23

Breakfast # 1	2.50
Coffee	.30
	2.80
Tax	.14
	2.94

Sarah Thompson
Rm. 203

PARKING GARAGE

3/22
2.00
Sarah Thompson
Rm 203

COFFEE SHOP

3/24

Breakfast #2	3.00
Coffee	.30
	3.30
Tax	.17
	3.47

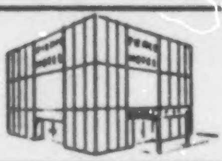
Sarah Thompson
Room 203

ANSWER

NAME Sarah Thompson ROOM 203
RATE 28.00 TAX 1.12 NO. PERS. 1
ADDRESS
123 Parke Blvd.
Lexington, Kentucky 40203

DATE IN 3/22 DATE OUT 3/24

Date	Charge	Balance
3/22	28.00 Room	
	1.12 Tax	29.12
3/22	1.42 Cof. Shop	30.54
3/22	2.00 Parking	32.54
3/23	28.00 Room	
	1.12 Tax	61.66
3/23	2.94 Cof. Shop	64.60
3/24	3.47 Cof. Shop	68.07



Instructor's Final Checklist

RECORDING GUESTS' EXPENSES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In recording guests' expenses to the folios, the student:	Accomplished	Not Accomplished
1. Posted all expenses accurately	[ ]	[ ]
2. Totaled all expenses accurately	[ ]	[ ]

Task Assignment Sheet PA-HR-6
Desk Clerk/Cashier

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: RECEIVING PAYMENTS FOR HOTEL BILLS

Introduction

When guests check out of the hotel, they may call a bellperson to take their baggage to the front desk. At that time, the guests return their keys and the desk clerk (or cashier at some hotels) presents the folios. The desk clerk/cashier asks the guests if there are any charges which have not been posted to the folio. If all is in order, the guests pay the hotel bill. In this task assignment sheet you will learn how to receive payments for the hotel bills.

Objective(s)

GIVEN folios and methods of payment for three guests,

FIGURE THE AMOUNT OF CHANGE DUE EACH GUEST, AND PREPARE A CHARGE SLIP FOR ANY GUEST WHO PAYS WITH A CHARGE CARD.

THE CORRECT AMOUNT OF CHANGE (including coins and bills) should be figured for each guest. THE CHARGE SLIP should be completed without error.

Learning Activities

1. READ and STUDY Instruction Sheet I, RECEIVING PAYMENTS FROM GUESTS.
2. DISCUSS the information in Instruction Sheet I.
3. WATCH your instructor make change. PRACTICE counting out change as it should be counted to a guest.
4. PRACTICE figuring change and filling out charge slips by completing Student Self-Check I, MAKING CHANGE AND PREPARING CHARGE SLIPS.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a folio and the method of payment for three guests.

Figure the amount of change due each guest, and indicate the coins and bills used to make the change. Prepare a charge slip for the guest who pays with a charge card.

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Instruction Sheet I

RECEIVING PAYMENTS FROM GUESTS

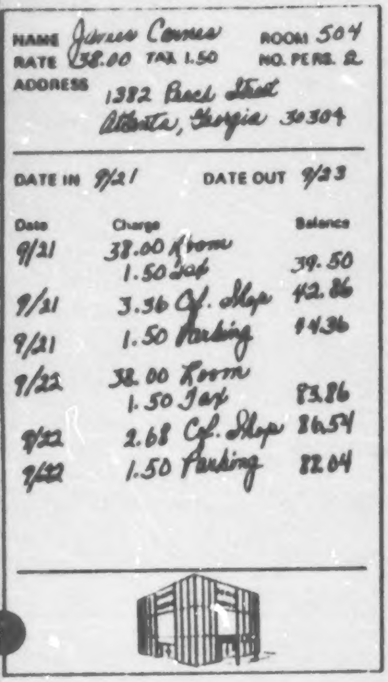
When guests check out of the hotel, they pay the bill to the desk clerk (or cashier in some hotels). They use several methods of payment: cash (coins, currency, and checks), charge cards, traveler's checks, and foreign currency.

Here are procedures to follow when receiving payments from guests:

1. When the guest pays with cash, you recite the amount of the bill and the cash amount of money offered by the guest (for example, "$35.82 out of $40") and place the money offered above the cash drawer. You then take the change from the cash drawer counting up from $35.82 to $40.00 ($35.83, 84, 85, 90, $36, 37, 38, 39, 40). You always take the smallest denomination of currency out of the drawer first. Take out the appropriate number of coins and then go on to the next highest denominations, and so on.

2. When the guest pays with a charge card, you must complete a charge slip. On the form, you write in the amount of the guest's bill, the date, and your initials. You then put the guest's card in an imprinter, which imprints the name of the guest and the charge card number. The guest signs the charge slip, and you match this signature against that on the charge card. You then return the charge card and a copy of the charge slip to the customer. Here is a portion of a charge slip for a guest with a bill of $88.04. Study the items that you would write in.

FOLIO

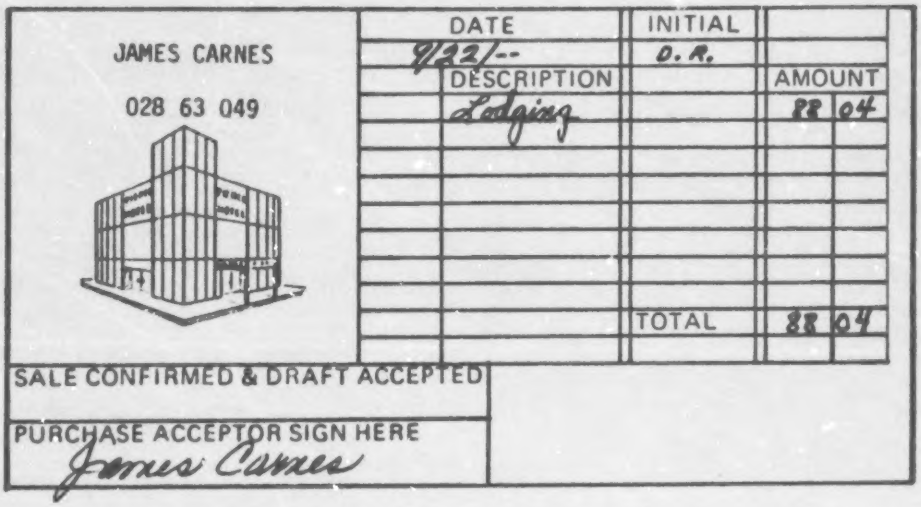


NAME James Carnes ROOM 504
RATE 38.00 TAX 1.50 NO. PERS. 2
ADDRESS 1382 Beach Street
Atlanta, Georgia 30304

DATE IN 9/21 DATE OUT 9/23

Date	Charge	Balance
9/21	38.00 Room 1.50 Tax	39.50
9/21	3.36 Cf. Shop	42.86
9/21	1.50 Parking	44.36
9/22	38.00 Room 1.50 Tax	83.86
9/22	2.68 Cf. Shop	86.54
9/22	1.50 Parking	88.04

CHARGE SLIP



JAMES CARNES

028 63 049

DATE	INITIAL
9/22/--	D. R.

DESCRIPTION	AMOUNT
Lodging	88 04
TOTAL	88 04

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE
James Carnes

3. When a guest pays with foreign currency, you must refer to a conversion table which indicates the value of U.S. dollars in various foreign currencies. An example of a conversion table is shown below. When a guest gives you a 100-franc note, you look at the chart and determine that a 100-franc note is worth $24.00. You then give the guest change in U.S. currency, just as if the guest has paid $24.00.

FOREIGN	U.S.
100 francs	$24.00
1 British Pound	$ 2.05

When a guest pays with a traveler's check, you ask the guest to sign the traveler's check. Then you make sure that this signature matches the signature that was made when the checks were originally purchased. You then give the change, just as if the guest had made a cash payment.

*Adapted from Occupational Preparation in Hospitality and Recreation, U.S. Office of Education, 1976.

Student Self-Check I

MAKING CHANGE AND PREPARING CHARGE SLIPS

Complete the problems below. Use your own paper; do not write on this page. When you have finished, your instructor will hold a class discussion about each problem. Check your answers in class.

The following guests paid their bills in a variety of ways. Indicate the amount of change you should give each guest. Write the coins and bills that can be used to make the change, and list them in the order they should be counted out to the guest. (The first problem is done for you.)

For each guest who pays by charge card, prepare a charge slip. Your teacher will give you the forms.

1. Richard Johnson has a bill of $35.82 and pays with two twenty dollar bills.

   Amount of change: $4.18 Coins: 3 pennies, 1 nickle, 1 dime
   Bills: 4 ones

2. Gerald Clayman has a bill of $40.05. and pays with a fifty dollar bill.

   Amount of change: ____________ Coins: ____________________
   Bills: ____________________

3. Daryl Smythe has a bill of $51.00 and pays with a British 50-pound note.

   Amount of change: ____________ Coins: ____________________
   Bills: ____________________

4. Arnold Brown has a bill of $42.00 and pays with a charge card.

   Amount of change: ____________ Coins: ____________________
   Bills: ____________________

5. Victoria Zinck has a bill of $89.00 and pays with a charge card.

   Amount of change: ____________ Coins: ____________________
   Bills: ____________________

Instructor's Final Checklist

RECEIVING PAYMENTS FOR HOTEL BILLS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In receiving payments for hotel bills, the student:

	Accomplished	Not Accomplished
1. Figured the correct amount of change due each guest	[ ]	[ ]
2. Indicated the correct amount of coins	[ ]	[ ]
3. Indicated the correct amount of bills	[ ]	[ ]
4. Prepared a charge slip for the guest who used a charge card	[ ]	[ ]
5. Completed the charge slip without error	[ ]	[ ]

Task Assignment Sheet PA-HR-7
Bellperson

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: USHERING GUESTS TO THEIR ROOMS

Introduction

When a hotel guest has been assigned a room, the desk clerk provides the guest with a key and calls "Front." This is to signal the bellperson (sometimes referred to as "bellhop") who ushers the guest to the room. In this task assignment sheet, you will learn how to usher guests to their rooms.

Objective(s)

GIVEN a guest, luggage, and room key,

USHER THE GUEST TO A ROOM ON THE LOBBY LEVEL.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, USHERING A GUEST TO A ROOM.
2. IDENTIFY the floors on which hotel rooms are located. Your instructor will provide the room numbers.

   AND/OR

   COLLECT floor plans or maps of hotels/motels/lodges. LOCATE guest rooms, game rooms, dining rooms, lounges, meeting rooms, gift shops, and other rooms with which a bellperson should be familiar.
3. WATCH your instructor demonstrate how to carry several pieces of luggage.
4. PRACTICE carrying several pieces of luggage at home or at school. PRACTICE ushering a guest to a room at home or at school.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

You will be provided a guest, luggage, and room key.

Usher the guest to a room on the lobby level.

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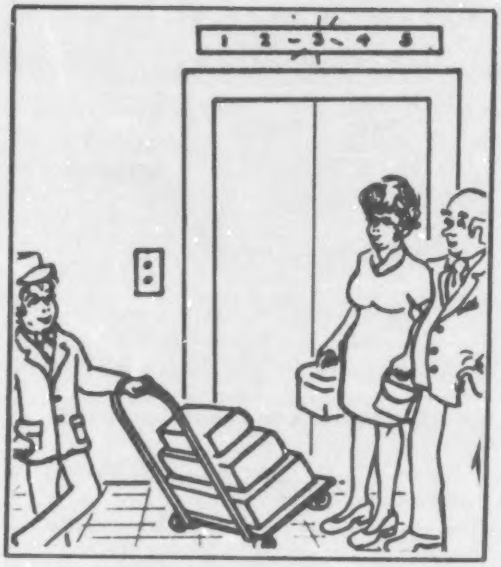
Instruction Sheet I

USHERING A GUEST TO A ROOM



The main responsibilities of a bellperson are to help guests with their luggage and guide them to their rooms. Since guests should be made to feel welcome and comfortable, the bellperson must be friendly, polite, and helpful.

A successful bellperson follows a routine set forth by the hotel for which he/she works. Here is an acceptable routine.

1. Approach the guests with a smile and extend a greeting such as "Good morning, welcome to Pierce Hotel."

2. Pick up all luggage or other items the guests are carrying. If a guest has several pieces of luggage, you may require a cart.

3. Request the room key to check the room number. Carry the key with you.

4. Usher the guests to an elevator (if the room is above lobby level). Allow them to enter first.

5. If the elevator is self-operated, push the button for the floor indicated on the room key.

   The first digits of the room number tell you on which floor the room is located. For example, Room 402 is located on the fourth floor; Room 1402 is located on the fourteenth floor. (NOTE: the first digit indicates the floor for a three-digit room number—402. The first two digits indicate the floor for a four digit room number--1402.)

6. When the elevator stops at the correct floor and the door opens, step back and allow the guests to exit first.

7. Guide the guests to the room. Lead the way by walking slightly ahead of them. Do not leave them far behind.

8. Unlock the door. Enter the room, and turn on the light. Place the luggage on the racks provided for that purpose. Do not place them on the bed, chair, or dresser.

9. Politely usher the guests into the room. Stand out of the way of the door so they will have plenty of space to enter.

10. If a guest offers a tip, accept it with thanks. Do not ask for a tip.

11. Wish the guests a nice visit, and offer further assistance, such as: "Have a nice visit. If we can be of assistance, let us know."

12. Leave the room, quietly closing the door behind you.

Instructor's Final Checklist

USHERING GUESTS TO THEIR ROOMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In ushering a guest to the room, the student:

	Accomplished	Not Accomplished
1. Smiled and extended a polite greeting	☐	☐
2. Picked up all luggage	☐	☐
3. Requested the room key	☐	☐
4. Guided the guest to the room, walking slightly ahead of him/her	☐	☐
5. Unlocked the door	☐	☐
6. Turned on the light	☐	☐
7. Placed the luggage in an acceptable place	☐	☐
8. Politely ushered the guest into the room	☐	☐
9. Did not request a tip	☐	☐
10. If tip was offered, accepted it with thanks	☐	☐
11. Wished the guest a nice visit and offered further assistance	☐	☐
12. Exited the room and closed the door quietly	☐	☐

Task Assignment Sheet PA-HR-8
Front Desk Telephone Operator

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: RECORDING WAKE-UP REQUESTS

Introduction

The front desk telephone operator not only takes calls, but makes wake-up calls to guests who request them. In order to assure that guests are called at the proper time, the telephone operator makes a record of each request. In this task assignment sheet you will learn how to prepare wake-up records.

Objective(s)

GIVEN wake-up requests and wake-up forms,

RECORD EACH REQUEST.

EACH ROOM NUMBER must be recorded at the wake-up time requested.

Learning Activities

1. READ, STUDY and DISCUSS Instruction Sheet I, HANDLING WAKE-UP REQUESTS.
2. PRACTICE recording wake-up requests with a small group. Make your own wake-up forms. Your instructor will give you more information about this learning activity. SHARE with the class your experiences in recording wake-up requests.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide wake-up requests and wake-up forms.

Record each wake-up request.

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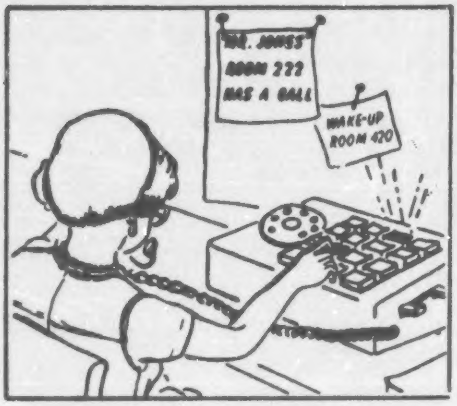
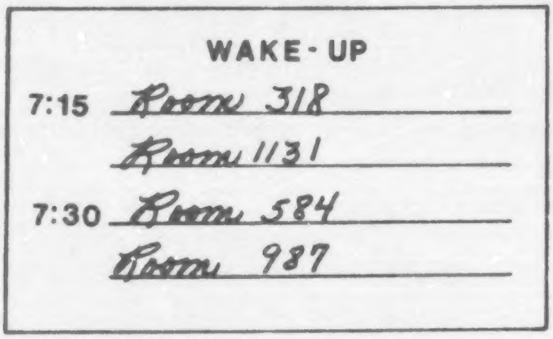
Instruction Sheet I

HANDLING WAKE-UP REQUESTS



"Will you please ring Room 318 at 7:15 tomorrow morning." This is a guest requesting a wake-up call. The night front desk telephone operator records the request and files it away for the morning operator. The next morning, the telephone operator on duty rings Room 318. When the guest raises the telephone receiver, the operator pleasantly remarks, "Good morning. It's 7:15." The operator then calls the other rooms that are listed on the wake-up record.

Here is a wake-up record. Most hotels have their own styles of wake-up forms, but all the forms include essentially the same information.



WAKE-UP

7:15 Room 318
Room 1131
7:30 Room 584
Room 987

Instructor's Final Checklist

RECORDING WAKE-UP REQUESTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In recording wake-up requests, the student recorded each room number at the time requested	[ ]	[ ]

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

HANDLING GUESTS' COMPLAINTS

Introduction

Since the front desk is the "heart" of the hotel, guests usually call upon it for a number of complaints. Some of these complaints concern room reservations, supplies, repairs, etc. The front desk manager must be able to respond to all of these complaints. In this task assignment sheet, you will learn how to handle guests' complaints.

Objective(s)

GIVEN cases of guests' complaints and possible solutions,

CHOOSE THE BEST SOLUTION TO EACH CASE AND GIVE THE BASIC PRINCIPLES WHICH APPLY.

YOUR SELECTIONS must fulfill the basic principles given.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, BASIC PRINCIPLES OF HANDLING COMPLAINTS.
2. INTERVIEW three people who have been guests in a hotel or motel. IDENTIFY some of the problems they experienced during their stay.
3. PRACTICE handling complaints by completing Student Self-Check I, HANDLING A GUEST'S COMPLAINT. DISCUSS your answer in class.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide cases of guests' complaints and possible solutions.

Choose the best solution, and give the basic principles of handling complaints which apply for each case.

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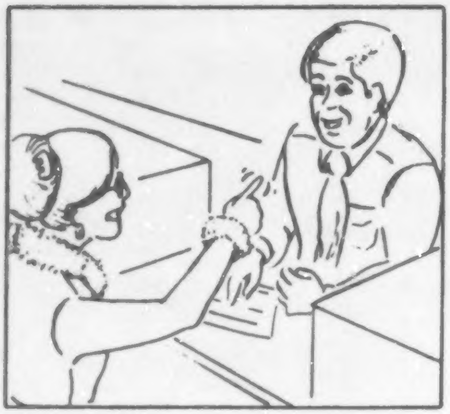
Instruction Sheet I

BASIC PRINCIPLES OF HANDLING COMPLAINTS



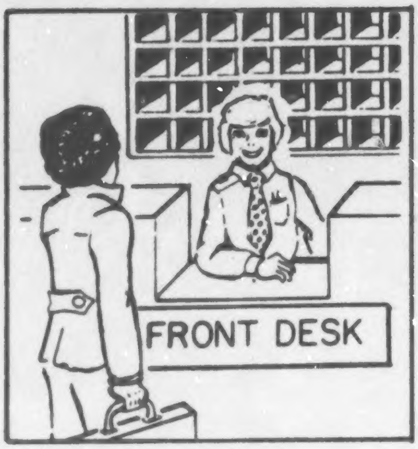
Since the front desk is the part of the hotel with which guests are the most familiar, they usually voice their complaints to the person in charge of the desk. For this reason, the front desk manager must be prepared to handle these complaints and keep good relations with the guests. Here are some basic principles to follow in handling complaints:

1. Know the hotel policies and act within them. This is very important.
2. Listen carefully to the complaint, and be sure you understand the problem.
3. Accommodate the guest if at all possible. Suggest correct action if you can.
4. Tell the truth in a way the guest can understand. Talk with the person in terms that are meaningful and useful to both of you. Avoid tricky answers and schemes.
5. If you do not have the answer, consult with someone who can help you.
6. When the complaint involves another department in the hotel (for example, housekeeping), take the complaint, assure the guest the problem will be handled, and contact the other department yourself.
7. Strive to keep good relations with the guest.

Student Self-Check I

HANDLING A GUEST'S COMPLAINT

Front desk managers often have to solve customer problems. How would you solve the problem below? When you have selected the best solution, check your decision with the one on the following page.



Customer Without a Room*

You are the front office manager at the Regency Hotel. You have just been called out of your office by one of the front desk clerks to speak with a customer who is quite angry. It seems that the man had reserved a room for the night at the hotel but, upon arrival, discovered that there was no room available. The customer shows you his Reservation Confirmation (proof that he has been promised a room). The confirmation does show that a room was to be reserved for the customer. Unfortunately, there are no rooms available. What should you do?

1. Apologize to the customer, and politely explain that the hotel made an error.
2. Apologize to the customer, explain that the hotel made an error and offer to arrange for a night's stay at a nearby hotel.
3. Apologize to the customer, explain that the hotel made an error, offer to arrange for a night's stay at a nearby hotel and pay for the customer's taxi fare to another hotel.
4. Explain to the customer that "sometimes things like this happen." Ask the customer what he thinks the hotel should do--kick somebody else out of a room?

*Adapted from Occupational Preparation in Hospitality and Recreation, U.S. Office of Education, 1976.

Suggested Correct Solution:

#3. Apologize to the customer, explain that the hotel made an error, offer to arrange for a night's stay at a nearby hotel and pay for the customer's taxi fare to the other hotel.

Basic Principle:

It is important for the hotel to maintain good relations even with those guests who cannot be accommodated. Suggest a correct action if you can.

Instructor's Final Checklist

HANDLING GUEST'S COMPLAINTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In choosing the best solution for each complaint, the student:

	Accomplished	Not Accomplished
1. Selected a solution for each case	[ ]	[ ]
2. Gave the basic principles of handling complaints for each solution	[ ]	[ ]
3. Selected the solutions that best fulfilled the basic principles given	[ ]	[ ]

Task Assignment Sheet PA-HR-10
Musician

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: READING MUSIC

Introduction

Since people have more and more leisure time, the entertainment business is rapidly expanding. Many hotels extend hospitality by employing musicians to entertain the guests. Most successful musicians possess a common skill--reading musical notes. In this task assignment sheet, you will learn how to read some of the basic musical notes.

Objective(s)

GIVEN the notes of the chorus of a simple song,

WRITE THE NAME OF EACH NOTE.

AT LEAST TWENTY OF THE NOTES should be named correctly.

Learning Activities

1. READ, STUDY, and DISCUSS Instruction Sheet I, READING NOTES.
2. COMPLETE the story in Student Self-Check I, READING A MUSICAL STORY.
3. MAKE your own staff by completing Student Self-Check II, WRITING NOTES.
4. PERFORM for the class if you like to sing or play a musical instrument. Check with your instructor about doing this activity.

   OR

   COMPOSE a song. SING or PLAY it for the class. MAKE copies and let the class sing along. Check with your instructor about doing this activity.
5. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide the notes to the chorus of "Yankee Doodle."

Write the name of each note.

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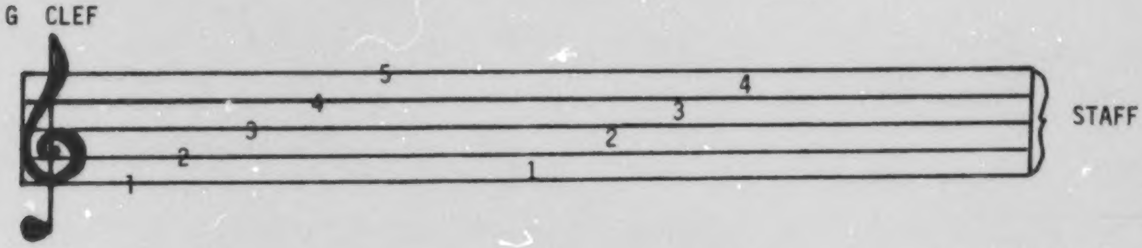
Instruction Sheet I

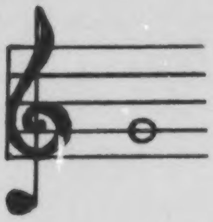
READING NOTES

If you are interested in becoming a musician, there are some basic things that you must know. One of these things is reading notes. A composer must know how to write the notes. A director must know how to follow the written music, and a performer has to know how to use the written music. In this instruction sheet we will talk about notes that are usually played with the right hand.

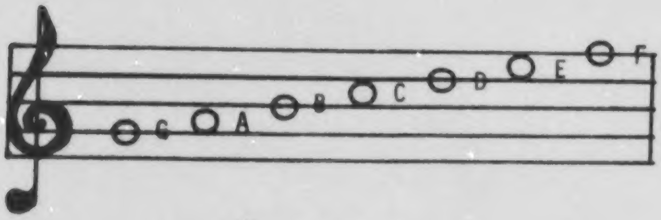
Notes are written on a staff composed of five lines and four spaces.



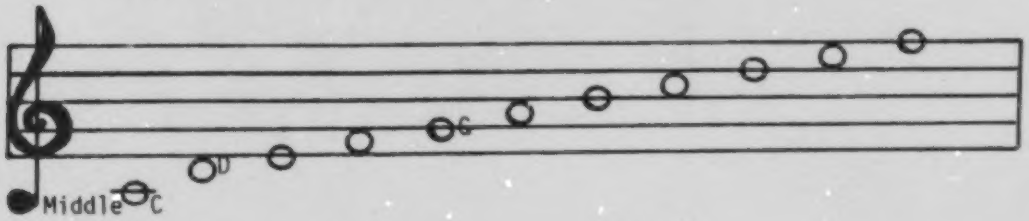
Finding the G note is simple when the G clef sign is used. This sign loops around the second line and shows where the G is.



G is the last letter of the alphabet used to name the lines and spaces. Then the alphabet starts over again. For example the space above G is A and the line above A is B.



The first note below the staff is D. The note below D is middle C. What are the notes between C and G? Remember, notes range from A to G in the alphabet.



See if you can write the names of the notes that appear on the staff above. USE YOUR OWN PAPER. (Note: You may have noticed that the notes in the four spaces on the staff spell FACE; the five lines are the beginning letters for Every Good Boy Does Fine.) When you have finished, check your answers with those at the bottom of the page.

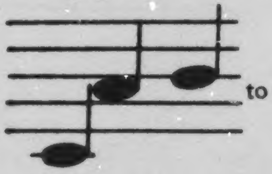
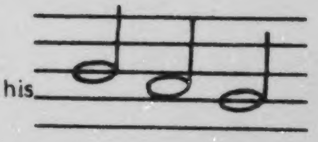
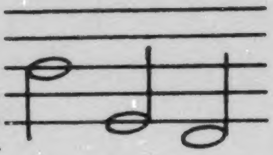
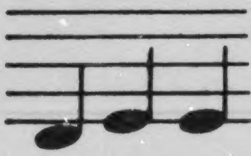
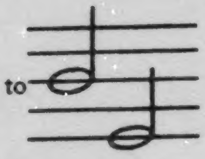
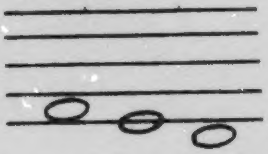
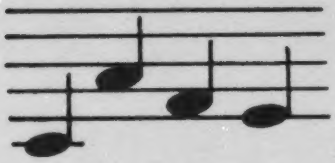
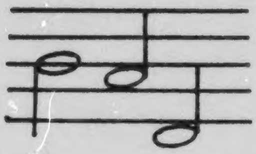
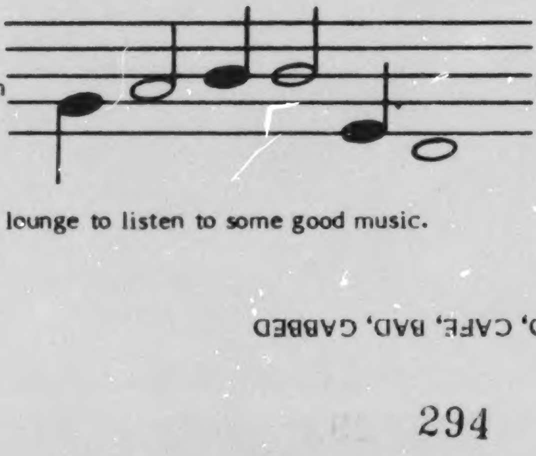
ANSWERS:

C, D, E, F, G, A, B, C, D, E, F

Student Self-Check I

READING A MUSICAL STORY

Write this musical story. Fill in each blank by writing the word that the notes spell. USE YOUR OWN PAPER. When you have finished, check your answers with those at the bottom of the next page.

A man took a  to the hotel. The doorperson carried his  to the room for him. The guest was so tired, he went to  almost immediately and feel into a  p sleep. When he awoke he wanted to   . He went to eat at a  but was disappointed with the  meal. He left and went back to the hotel where he met an interesting entertainer. The two of them  for quite a while. Then they went to the lounge to listen to some good music.

ANSWERS:

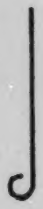
CAB, BAG, BED, DEE(p), BE, FED, CAFE, BAD, CABBED

Student Self-Check II

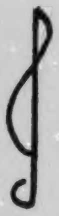
WRITING NOTES

Make a staff with five lines, four spaces, and a G clef. You may have to practice making the G clef several times. Here is an easy way to make it:

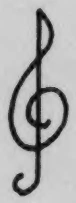
1. Draw a line that curls at the bottom.



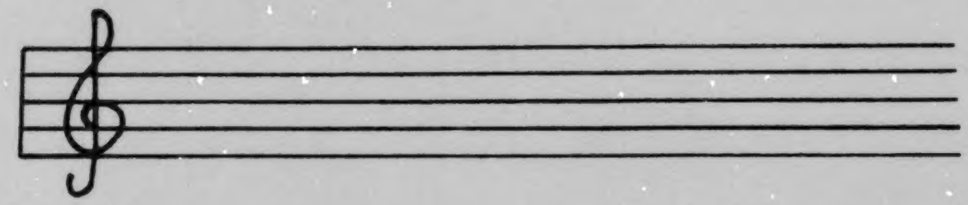
2. Add curves to each side of the line, beginning at the top of the line.



3. Now extend the curve to draw the loop which completes the clef.



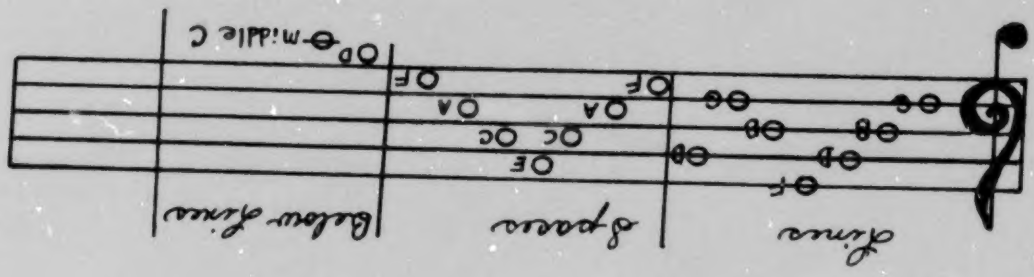
Your staff and clef should be similar to this one.



Now that you have drawn your staff and G clef, draw these notes on your staff.

(1) Lines: G, B, D, F, B, G, D,
(2) Spaces: F, A, C, E, A, F
(3) Below the lines: D, middle C

When you have finished, check your staff with the one below.


Lines
Spaces
Below Lines
G G B D F B G D
F A C E A F
D
middle C

ANSWERS:

Instructor's Final Checklist

READING MUSIC

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In naming the notes to the chorus of "Yankee Doodle," the student named at least twenty of the notes correctly	[ ]	[ ]

Task Assignment Sheet PA-HR-11
Musician

Practical Arts
HOSPALITY AND RECREATION OCCUPATIONS

TASK: DIVIDING FEES RECEIVED FOR PERFORMING

Introduction

Becoming a professional musician can be a rewarding experience. If you are considering becoming a professional performing musician, there are several things that you should be aware of. Probably you will be expected to become a member of a musicians organization, such as the American Federation of Musicians. Also, you must be willing to spend many hours each week practicing. If you are a member of a band, chances are that the fees received for performances are used to pay expenses as well as salaries. In this task assignment sheet, you will learn how to divide fees received for performing.

Objective(s)

GIVEN five cases concerning fees for performing,

FIGURE THE BREAKDOWN OF FEES FOR EACH CASE.

AT LEAST FOUR OF THE CASES must be figured correctly.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, DIVIDING FEES.
2. FIGURE fees received for performing by completing Student Self-Check I, FIGURING BREAKDOWN OF FEES.
3. PARTICIPATE in a pretend small-band group. DIVIDE a performance fee among the members. Your instructor will provide more information about this activity.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide cases concerning fees for performing.

Figure the breakdown of fees for each case.

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Instruction Sheet I

DIVIDING FEES

Members of many bands, especially small ones, often share the fees received for their performances. The fees cover expenses and pay for performing.

Expenses usually include:

1. Fees for an agent who finds jobs for the band and makes arrangements for it to perform.
2. Overhead costs such as transportation; repairs to musical instruments; equipment necessary for performing (for example, amplifiers); and new musical instruments.

Pay for performing usually includes:

1. Pay for the band leader.
2. Pay for the performers.

It is the custom to divide fees on a percentage basis. For instance, the breakdown of a fee may be as follows:

10% for the agent's fee
10% for overhead costs
20% for the band leader
15% for each performer

Let's use these percentages to divide a $400 fee for a small band of four performers and a leader.

1. $\begin{array}{r} \$400 \\ .10 \\ \hline \$40.00 \end{array}$ - agent's fee

2. $\begin{array}{r} \$400 \\ .10 \\ \hline \$40.00 \end{array}$ - overhead costs

3. $\begin{array}{r} \$400 \\ .20 \\ \hline \$80.00 \end{array}$ - band leader's fee

4. $\begin{array}{r} \$400 \\ .15 \\ \hline \$60.00 \end{array}$ - for each performer

Student Self-Check I

FIGURING BREAKDOWN OF FEES

Pretend that you perform with a small five-piece band. Figure how the money is divided for the following performances. Use the tables shown. USE YOUR OWN PAPER. When you have finished, check your answers with the ones at the bottom of the page.

10% for agent's fee
10% for overhead costs
20% for the band leader
15% for each performer

1. On Friday evening, you performed from 9:00 p.m. to 1:00 a.m. for a fee of $625. The fee would be broken down in this manner: agent a. __________, overhead b. __________, leader c. __________, each performer d. __________.

2. One engagement caused problems. Your group was hired from 8:00 p.m. to 1:00 a.m. for $600. At the last minute, one of the group became ill and had to be rushed to the hospital. You could not get a substitute for him, so the band fell subject to a 40% penalty clause. This meant the band would be paid 40% less or (a) _______ for the evening. The agent's fee, however, still remained 10% of the original booking price; he was paid (b) _______. This left only (c) _______ to be divided in the usual manner.

   (d) Overhead: 10% of $300 = _______
   (e) Leader: 20% of $300 = _______
   (f) Absent member: 15% of $300 = _______

   Since only three members performed, the remaining fee was divided among them. To figure the total amount each received:

   (g) Figure the total of (d), (e), and (f) above. _________.
   (h) Subtract the total in (g) from $300. ________. This is the amount to be divided equally among the three performing band members.
   (j) Each performing member made _______ for the evening.

ANSWERS:

1. (a) $62.50 (b) $62.50 (c) $125.00 (d) $93.75
2. (a) $360.00 (b) $60.00 (c) $300.00 (d) $30.00 (e) $60.00 (f) $45.00 (g) $135.00
   (h) $165.00 (i) $55.00

Instructor's Final Checklist

DIVIDING FEES RECEIVED FOR PERFORMING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In figuring the breakdown of fees, the student figured at least four of the five cases correctly	[ ]	[ ]

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: DANCING

Introduction

Rhythm expression is a vital force in the field of entertainment. Rhythm is often expressed in dance form, and has become an essential part of hospitality entertainment. For instance, many hotels provide dance entertainment for their guests. And, with the coming of outdoor theater, dance adds vitality to the drama. In this task assignment sheet you will learn some basic dance movements for ballet, tap, and jazz.

Objective(s)

GIVEN illustrations of ballet, tap, and jazz dance steps,

PERFORM THE STEPS OF ONE OF THE DANCES.

YOUR PERFORMANCE should correspond to the body movements illustrated for the dance.

Learning Activities

1. READ, STUDY, and DISCUSS Instruction Sheet I, BALLET POSITIONS.
2. READ, STUDY, and DISCUSS Instruction Sheet II, TAP STEP.
3. READ, STUDY, and DISCUSS Instruction Sheet III, JAZZ STEP.
4. CHOOSE one of the dances that you would like to perform. PRACTICE the steps.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Perform one of the following dance steps:

1. The five basic ballet positions
2. The shuffle-ball change (Tap)
3. Knee pops (Jazz)

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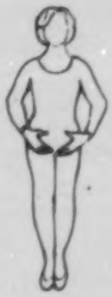
Instruction Sheet I

BALLET POSITIONS

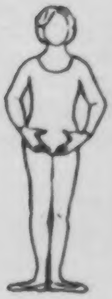
Ballet is a difficult dance. It is one that is based on the turned out thigh, knee, and foot, and has five basic foot positions. Along with these foot positions, the head, arms, hands, and back must be in proper perspective, and the arm and feet positions move fluidly together. Study and practice the ballet positions illustrated and described below.



Preparation for First Position

Feet: Place feet together with toes pointing forward.

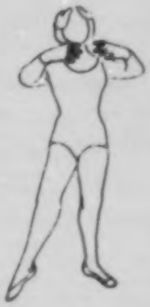
Arms: Curve elbows slightly (as if holding a big ball) away from sides. Curve wrists, with hands at about leg position.



FIRST POSITION

Feet: Extend toes outward as far as possible, keeping heels and legs together. Knees should be in line with toes. (NOTE: The left foot remains in this position throughout the five positions. Only the right foot moves.)

Arms: Keep arms and hands as in Preparation for First Position.

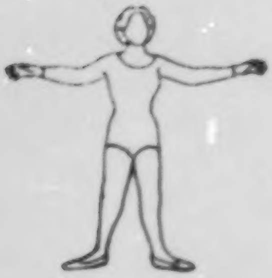


Preparation for Second Position

Feet: Slide right foot outward one step to side. Lift right heel as high as possible, pointing toes downward and touching floor. Keep left foot as in First Position.

Arms: Raise arms in front of chest.

Instruction Sheet I (p. 2)



SECOND POSITION

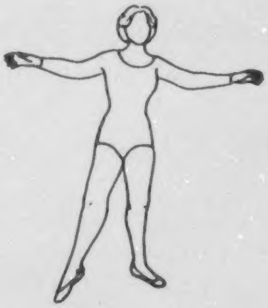
Feet: Drop right heel, so you're standing firmly on both feet. Move heels one step to each side and even with shoulders. Turn toes outward, with knees in line with toes.

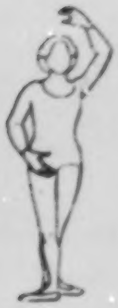
Arms: Extend arms outward from each side, with elbows and wrists slightly curved.

Preparation for Third Position

Feet: Lift heel of right foot as high as possible, leaving toes pointed downward and touching floor. Keep left foot as in First Position.

Arms: Keep arms as in Second Position.





THIRD POSITION

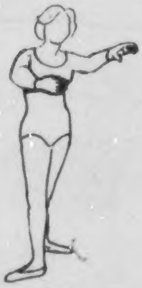
Feet: Keep left foot as in First Position. Slide right foot back heel touches middle of left foot. Keep toes and heels pointed outward.

Arms: Curve right elbow to lower front of body. Extend left arm above head. Slightly curve elbows, and wrists.

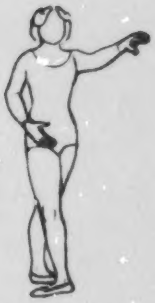
Preparation for Fourth Position

Feet: Keep left foot as in First Position. Slide right foot forward as far as possible.

Arms: Raise right arm and curve at waist. Lower left arm to shoulder level with palm of hand down.



Instruction Sheet I (p. 3)



FOURTH POSITION

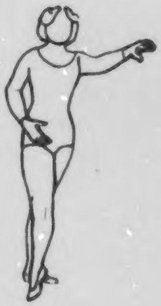
Feet: Keep left foot as in First Position. Move right toe in direct line with left heel, with knees and toes pointed outward.

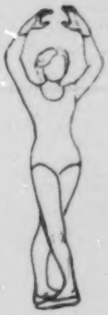
Arms: Drop right arm to lower front of body. Curve elbow slightly. Leave left arm in Preparation for Fourth Position.

Preparation for Fifth Position

Feet: Keeping feet as in Fourth Position, lift heel of right foot as high as possible, leaving toes pointed downward and touching floor.

Arms: Leave arms as in Fourth Position.





FIFTH POSITION

Feet: With feet as in Preparation for Fifth Position, return right heel to floor. Slide right foot back to the left one so that right heel is touching left toe. Keep knees and toes pointed outward.

Arms: Curve arms above head.

*Reverse and perform the five positions with left foot changing positions.

Instruction Sheet II

TAP STEP

Many dancers who appear on stage perform tap dance routines. Tap dancing basically involves the use of the toe and the heel to tap out rhythm patterns. A simple tap dance step is the shuffle-ball change. Study and practice the movements illustrated and described below. (Note: These steps are actually one continuous movement.)

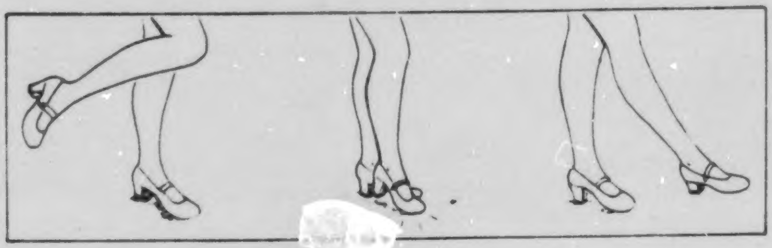
Forward Shuffle:

(To balance your body, stand beside chair with hand resting on back of chair until step is mastered.)

Step 1: Bend right knee, lifting right foot several inches from floor.

Step 2: Swing right foot forward, striking toe on floor as foot continues to move forward.

Step 3: Continue swinging right foot forward until heel is positioned a few inches from floor. (Knee should be in line with toe.)

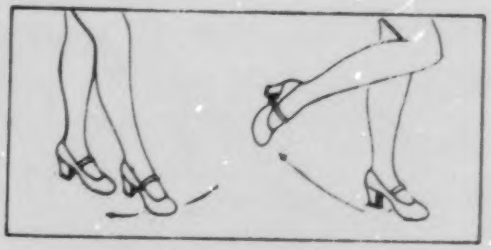


Instruction Sheet II (p. 2)

Backward Shuffle:

Step 4: Swing right foot backward, striking toe on floor as foot continues to move backward.

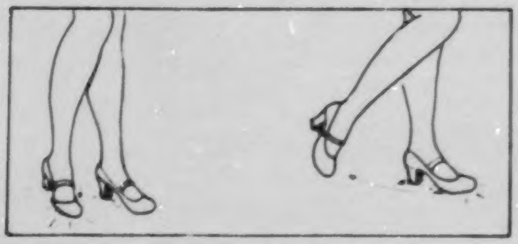
Step 5: Continue swinging right foot backward until it reaches beginning position in Step 1.



Ball Change:

Step 6: Push right foot to floor, resting on ball of foot.

Step 7: Lunge left foot forward, resting entire left foot on floor.



*If the step is performed properly, four taps should be heard.

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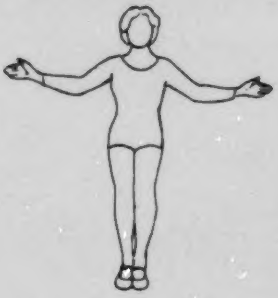
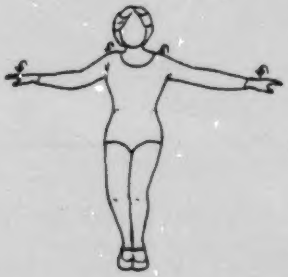
Instruction Sheet III

JAZZ STEP

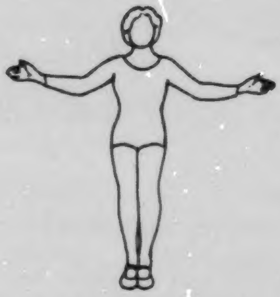
Most dancers working on the musical comedy stage, in dinner theaters, night clubs, and television variety shows are trained in jazz dance. One of the simple routines for this dance is knee pops. Study and practice the movements illustrated and described below.



Step 1: Stand with feet together, arms extended, palms open.



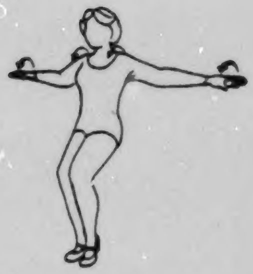
Step 2: Hunch over, and bend knees at the same time; rock from heels to balls of feet. Shoulders should be rolled forward also in a rocking movement.



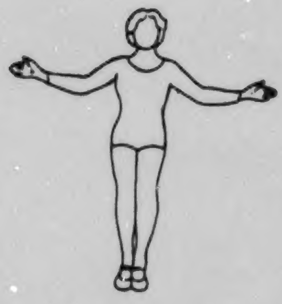
Step 3: Return to starting position as in Step 1.

Instruction Sheet III (p. 2)

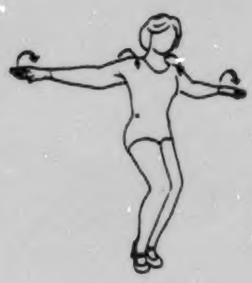
Step 4: Turn to right; go through movements as in Step 2.



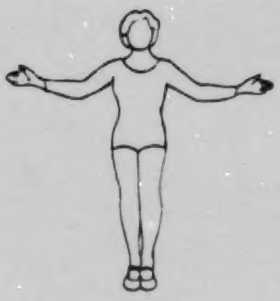
Step 5: Return to starting position as in Step 1.



Step 6: Turn to left; go through movements as in Step 2.



Step 7: Return to starting position as in Step 1.



Instructor's Final Checklist

DANCING

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student performed one of the following dance routines according to the pattern illustrated and described in this task assignment sheet:

	Accomplished	Not Accomplished
1. The five basic ballet positions......................	[ ]	[ ]
2. The shuffle-ball change............................	[ ]	[ ]
3. Knee pops...	[ ]	[ ]

Task Assignment Sheet PA-HR-13
Actor

Practical Arts
HOSPITALITY AND RECREATION OCCUPATIONS

TASK: IDENTIFYING STAGE AREAS

Introduction

Actors often entertain in hospitality and recreational settings. Outdoor theaters are examples of hospitality and recreation entertainment. One of the first skills an actor must acquire is to be able to recognize the nine specific stage areas and move through them with ease. In this task assignment sheet, you will learn the areas of the stage.

Objective(s)

GIVEN a stage floor plan,

LABEL EACH AREA OF THE STAGE.

AT LEAST SEVEN of the nine areas must be labeled correctly.

Learning Activities

1. STUDY and DISCUSS Instruction Sheet I, LOCATING STAGE AREAS.
2. CREATE a stage, working with a small group of classmates. LABEL each stage area on an 8½" X 11" piece of cardboard or construction paper. ASSEMBLE the nine pieces in the correct order to create the stage. LOCATE and STAND on each stage area indicated by your group leader.
3. ARRANGE to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a stage floor plan.

Label each of the nine stage areas.

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Instruction Sheet I

LOCATING STAGE AREAS

Play scripts direct actors to specific stage areas. Drama coaches direct them through stage areas. When they appear before the cameras, special stage areas are marked for the actors. For these reasons, actors must be thoroughly familiar with the areas of the stage.

A stage follows a definite floor plan. It is divided into nine different areas. The area nearest the audience is referred to as "downstage," and the area fartherest from the audience is referred to as "upstage." Stage locations are labeled "left" or "right" from the viewpoint of the actor facing the audience.

Study the stage locations below:

UPSTAGE RIGHT	UPSTAGE CENTER	UPSTAGE LEFT
CENTER RIGHT	CENTER STAGE	CENTER LEFT
DOWNSTAGE RIGHT	DOWNSTAGE CENTER	DOWNSTAGE LEFT

AUDIENCE

Instructor's Final Checklist

IDENTIFYING STAGE AREAS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student labeled at least seven of the nine stage areas correctly	[ ]	[ ]

Task Assignment Sheet PA-HR-14
Actor/Dancer/Vocalist

Practical Arts
HOSPITALITY AND RECREATION OCCUPATIONS

TASK: DEMONSTRATING BASIC STAGE BODY POSITIONS

Introduction

Any performer who appears on stage demonstrates several basic body positions while performing. Often the director of a performance dictates body positions, and each performer must exhibit skill in taking those positions. In this task assignment sheet you will learn five basic body positions used by stage performers.

Objective(s)

DICTATED five basic stage body positions,

DEMONSTRATE EACH POSITION.

AT LEAST FOUR of the positions must be demonstrated with accuracy.

Learning Activities

1. READ and STUDY Instruction Sheet I, BASIC STAGE BODY POSITIONS.
2. WATCH a demonstration of basic stage body positions.
3. IDENTIFY basic stage body positions used in a TV or stage performance. REPORT to the class the name of the performance and a situation in which each body position was used.
4. PRACTICE each basic body position in class or at home.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will dictate the basic stage body positions.

Demonstrate each position as it is dictated.

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Instruction Sheet I

BASIC STAGE BODY POSITIONS

There are five basic body positions which are used by performers. Review each position described here.

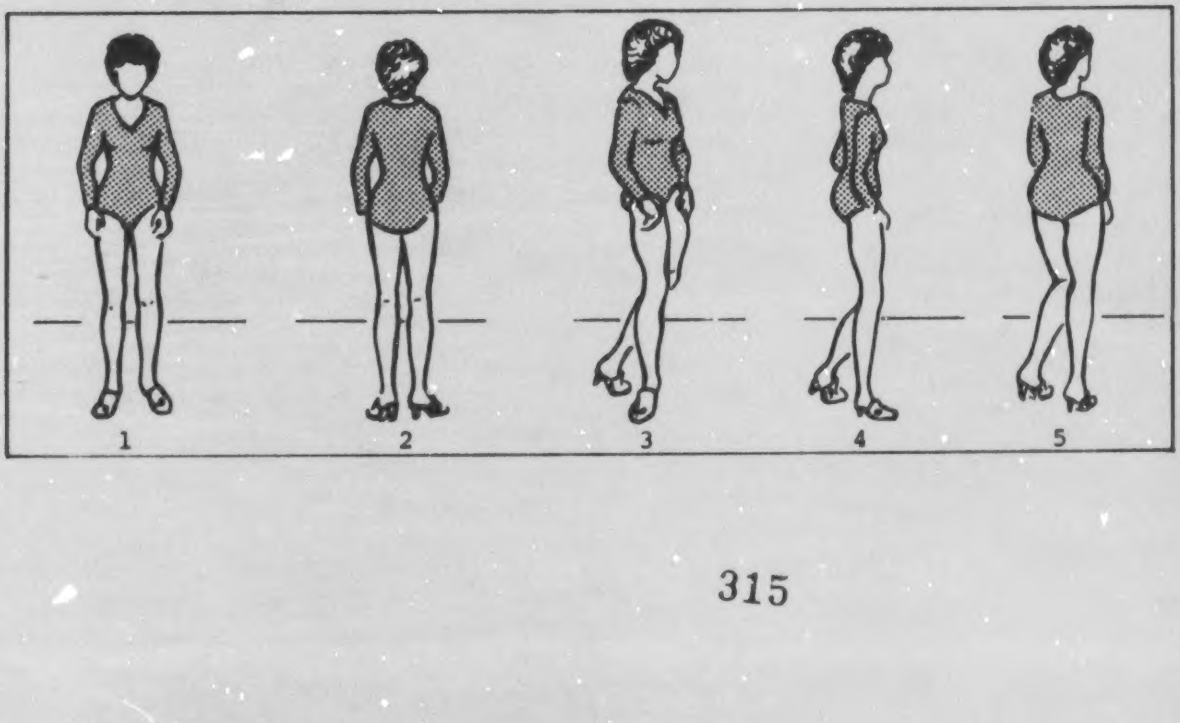
Full Front. Face the audience. (See Figure 1.)

Full Back. Stand with your back to the audience. (See Figure 2.)

One-Quarter Position. Turn a quarter, turn away from the audience (See Figure 3.)

Profile or One-Half Turn. Face either right or left so that the audience can see your profile. (See Figure 4.)

Three-Quarters Position. Turn nearly half back so that less than one side of your head and a shoulder are toward the audience. (See Figure 5.)



Instructor's Final Checklist

DEMONSTRATING BASIC STAGE BODY POSITIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student accurately demonstrated four of the five basic stage body positions	[ ]	[ ]

Task Assignment Sheet PA-HR-15
Actor

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: SPEAKING AT A PROPER RATE OF DELIVERY

Introduction

Timing in acting is very important. Amateur actors tend to speak too fast, while professional actors work to perfect their speaking skill. A good rate of delivery is 125 to 150 words per minute. In this task assignment sheet, you will learn to speak at a proper rate of delivery.

Objective(s)

GIVEN a passage of approximately 145 words,

READ THE PASSAGE ALOUD.

The entire passage should be read clearly and distinctly in one minute.

Learning Activities

1. READ a passage at your normal reading rate for one minute. (Your instructor will provide the passage.) SPEAK each word either aloud or in a whisper. DETERMINE your normal speaking rate by counting the number of words spoken.
2. PRACTICE reading the passage used in Learning Activity 1 until you are able to finish near the one-minute mark. SPEAK each sentence clearly and distinctly.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Read aloud the passage, "The Face of a Clock," which you have been practicing. Finish the reading near the one-minute mark.

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Instructor's Final Checklist

SPEAKING AT PROPER RATE OF DELIVERY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In reading the passage, "The Face of a Clock," the student:

	Accomplished	Not Accomplished
1. Read the passage near the one-minute mark	[ ]	[ ]
2. Spoke clearly and distinctly	[ ]	[ ]

Practical Arts
HOSPITALITY AND RECREATION OCCUPATIONS

TASK: PERFORMING SPECIAL STAGE ACTIONS

Introduction

There are several actions that actors find difficult to perform. For this reason, it is necessary for them to practice again and again until they can do them with skill. In this task assignment sheet, you will learn how to fall, fight, and slap as actors do.

Objective(s)

ASSIGNED a special stage action,

PERFORM THE ACTION.

THE ACTION should appear realistic to the audience, and you or your partner should be free of injury.

Learning Activities

1. READ, STUDY, and DISCUSS Instruction Sheet I, FALLING, FIGHTING, AND SLAPPING ON STAGE.
2. WATCH a demonstration of special stage actions.
3. SELECT the special stage action that you want to perform. PRACTICE until you can perform with skill.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Perform the special stage action you selected in Learning Activity 3.

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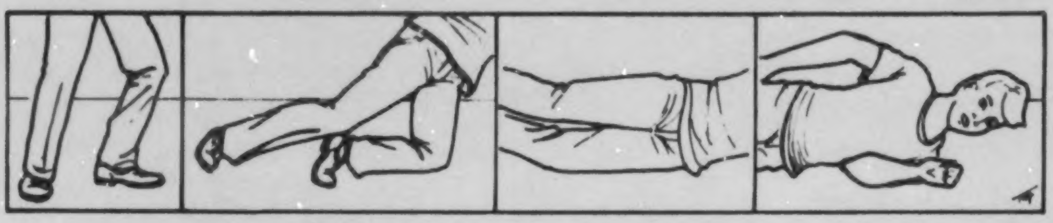
Instruction Sheet I

FALLING, FIGHTING, AND SLAPPING ON STAGE

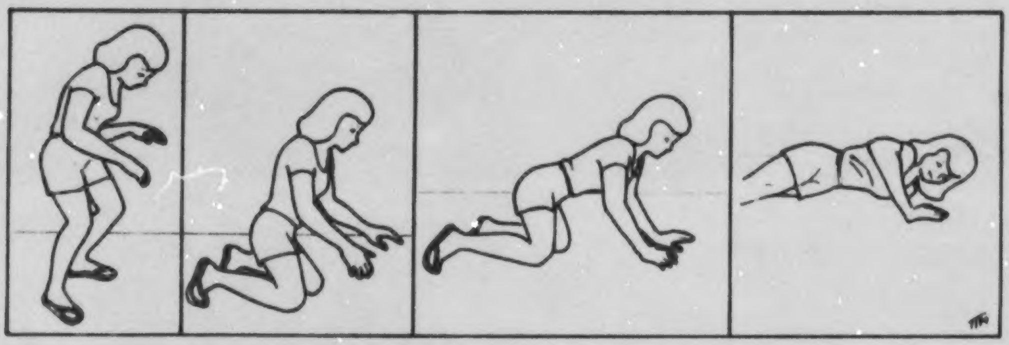
Actions frequently performed on stage are falling, fighting, and slapping. Each action requires special procedures for performance. Here are the steps that skillful actors follow:

Falling. A fall should be taken a little at a time.

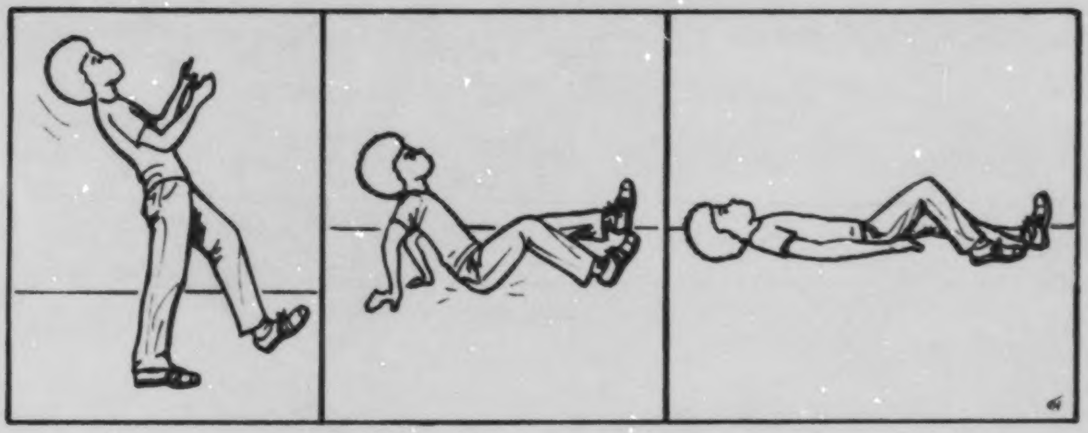
1. Falling on side. Fall from ankle, to knee, to hip, to shoulder. Practice until you can to it rapidly.



2. Falling forward. Crumple down. Break the fall by knees, hands, and shoulder.

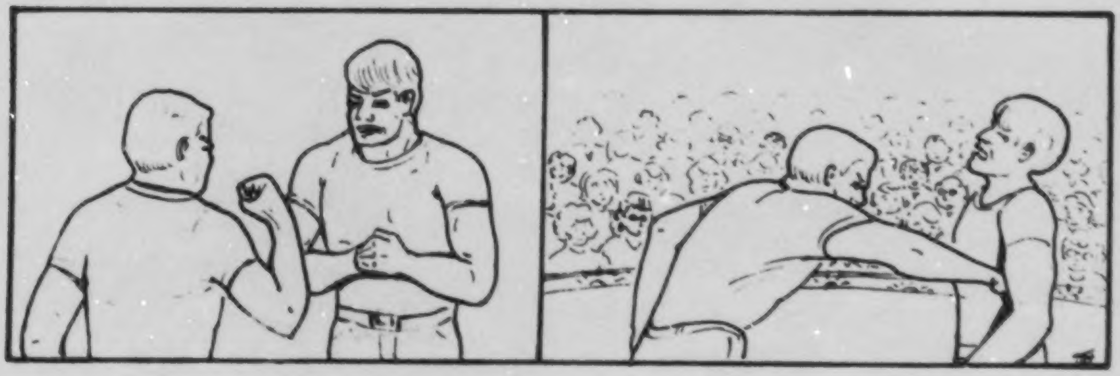


3. Falling backward. Place one foot back. It will support your body as it drops to your hips. Then go on down.



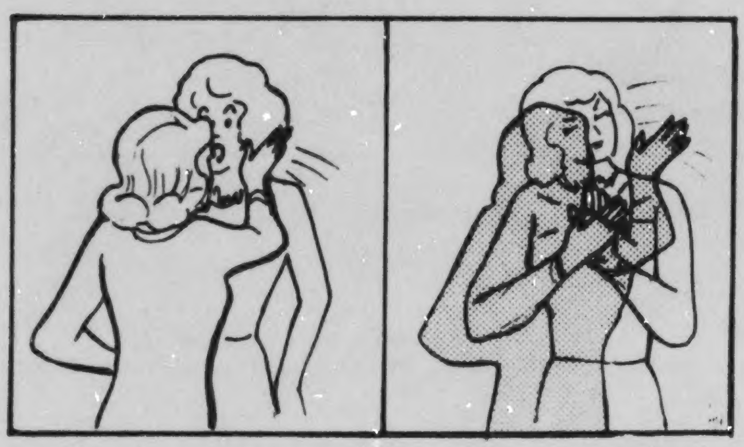
Fighting.

1. Seem to struggle by tensing all body and face muscles. Strike between your partner's chest and upstage (away from the audience) arm. Hit just beside the body. Do not actually hit your partner.



Slapping.

1. Throw a hard thrust up to one-fourth inch from the face. Suddenly stop the blow. At the same time, your partner suddenly throws the head to one side and slaps his/her own hands to give the sound of the slap.



Task Assignment Sheet PA-HR-16

Instructor's Final Checklist

PERFORMING SPECIAL STAGE ACTIONS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In performing a special stage action, the student:

	Accomplished	Not Accomplished
1. Depicted it in a realistic manner	[ ]	[ ]
2. Was free from injury	[ ]	[ ]

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: USING PROPER BREATHING TECHNIQUES

Introduction

A good voice is a "must" for actors. To develop their voices, actors practice exercises which enable them to breath correctly as they speak. In this task assignment sheet, you will learn the proper breathing techniques used while speaking.

Objective(s)

GIVEN a brief passage,

READ THE PASSAGE, USING PROPER BREATHING TECHNIQUES.

YOUR PERFORMANCE WILL BE RATED according to the Instructor's Final Checklist.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, BREATHING PROPERLY WHILE SPEAKING.
2. WATCH a demonstration of breathing techniques.
3. PRACTICE the breathing exercises presented in Instruction Sheet I.
4. SELECT a brief passage for reading. Your instructor will provide one. PRACTICE reading the passage aloud, using proper breathing techniques.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Read the passage you selected in Learning Activity 4, using the proper breathing techniques.

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Instruction Sheet 1

BREATHING PROPERLY WHILE SPEAKING

HOW NOW, BROWN COW.

Breathing properly is the key to an effective speaking voice. Here are two breathing exercises that will help develop your voice.

Exercise 1: This exercise is to help you breathe correctly from the diaphragm.

1. Stand straight.
2. Pull in your stomach.
3. Place both hands on your stomach just below the rib cage.
4. Breathe in. You should feel your rib cage expand.
5. Breath out. You should feel your rib cage contract.
6. Keep your shoulders relaxed and move your diaphragm. If the shoulders move up and down as you breath, you are doing it wrong.
7. Breathe in this manner until it seems natural.

Exercise 2: This exercise is to help you breathe correctly as you speak.

1. Stand straight.
2. Place your hands on your stomach and breathe from the diaphragm.
3. Breathe steadily and naturally.
4. Let the air out of your lungs in gentle puffs.
5. Take a deep breath and let out each puff with "Ha!"
6. Repeat and feel your stomach and rib cage contract with each "Ha!"
7. Repeat the exercise using the "h" sound before each vowel sound a, e, i, o, u.
8. Speak each sound clearly and distinctly.

Instructor's Final Checklist

USING PROPER BREATHING TECHNIQUES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

While reading the passage, the student:

	Accomplished	Not Accomplished
1. Stood straight	[ ]	[ ]
2. Kept stomach contracted	[ ]	[ ]
3. Kept shoulders relaxed	[ ]	[ ]
4. Did not move shoulders when breathing	[ ]	[ ]
5. Breathed from the diaphragm	[ ]	[ ]
6. Breathed steadily and naturally	[ ]	[ ]
7. Spoke clearly and distinctly	[ ]	[ ]

Task Assignment Sheet PA-HR-18
Travel Agent

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: READING LODGING BROCHURES

Introduction

More than ever before, people are on the go for both pleasure and business. They often use travel agencies as an easy and convenient way to plan a trip. Travel agents, who work for travel agencies, must be able to identify and reserve lodging which meets the needs of the traveler. The agents can do this by referring to information provided by the various hotels/motels/lodges. In this task assignment sheet, you will learn how to read lodging brochures.

Objective(s)

GIVEN a case situation and a lodging directory,

CHOOSE THE MOST SUITABLE LODGING FOR THE CASE.

YOUR SELECTION must meet all the needs listed.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, LOCATING SUITABLE LODGING.
2. COLLECT hotel/motel/lodge brochures. COMPARE the price rates and accommodations offered by each. SHARE your comparisons with the class.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a case situation and a lodging directory.

Choose the most suitable lodging for the case.

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Instruction Sheet I

LOCATING SUITABLE LODGING

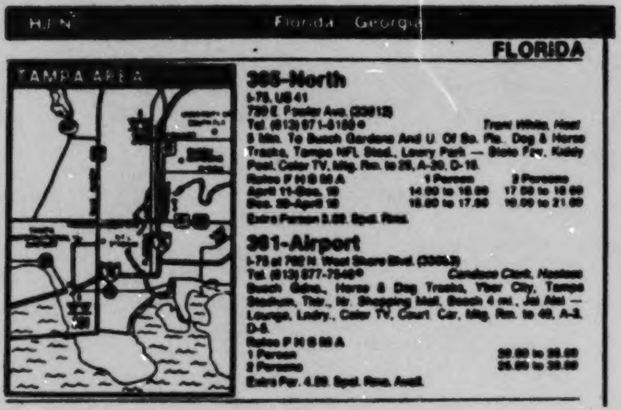
If you were a travel agent, you would be expected to know how to make arrangements for lodging. To do this, you must have on hand a number of lodging brochures or directories. Most lodges furnish these free of charge.

Suppose you make plans for a client who is going to the University of South Florida in Tampa, Florida. He will be there for three days and will need two nights' lodging. How do you decide on the most suitable place for him to stay?

Using a motor lodge directory let's go through the steps necessary to find the best place for your client to stay.

Find Where Facilities are Located.

1. Look through the directory to find the state needed. (States are listed in alphabetical order.) Here is a portion of a directory for Florida.



Florida Georgia

FLORIDA

TAMPA AREA

365-North

361-Airport

2. Look for a listing of the city in which your client plans to stay. In this case, it is Tampa.
3. Find the two motor lodges listed in this area. They are at 365-North and 361-Airport.
4. Study the map to see which motor lodge is located in the most suitable place. Which is closer to the University of South Florida? to Tampa International Airport?

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5. Notice also the description under the address. "A-20" and "D-15" at the end of the first paragraph are symbols. You must refer to a symbol chart to understand them. Here is a sample:

SYMBOLS, ABBREVIATIONS AND TERMS

F	Family Plan
H	Accommodations for Handicapped Persons
• M	Magic Kingdom Club Cards Honored Participating Motor Lodges Offer a Special Rate on Double Occupied Rooms. Cardholder Must Make Advance Reservations and Identify Himself as a Club Member. Membership Card Must be Presented Upon Registration
• S	Seniors Program AARP/NRTA Cards Honored Participating Motor Lodges Offer a Special Rate on Double Occupied Rooms. Cardholder Must Make Advance Reservations and Identify Himself as a Member. Membership Card Must be Presented Upon Registration
• A	Allstate Motor Club Cards Honored. Participating Motor Lodges Offer a Special Rate on Double Occupied Rooms. Cardholder Must Make Advance Reservations and Identify Himself as a Member. Membership Card Must be Presented Upon Registration
A-20	20 Minute Drive from Airport to Motor Lodge (under normal conditions)
D-15	15 Minute Drive from Downtown Area of the City Designated at the Top of Map to Motor Lodge (under normal conditions)

FAMILY PLAN A Family Plan is offered at most Motor Lodges. Children under 18 are accommodated free of charge when occupying the same room with their parent(s). Additional beds (rollaway) are charged at the extra person rate. Cribs are free. When more than one room is required, the first room will be charged at the two-person rate, and the additional room will be charged at the one-person rate. Lodges offering this plan are indicated by F in their listing. Family Plan rate structures shown on page 7

HANDICAPPED PERSONS -H- will appear in the listing of those Motor Lodges that have rooms to accommodate the handicapped. Doorways are 32 inches wide (including bathroom doors). Advance reservations for these accommodations are suggested.

The "A" and "D" refer to locations, and "20" and "15" refer to minutes. What are the minute readings for 361-Airport?

Review Accommodations Provided.

Read the accommodations described in the paragraph under the address. The motor lodge at 365-North has a kiddy pool, color TVs, and meeting room that will accommodate up to 25 people. What accommodations are provided at the 361-Airport location?

Review the definitions of the accommodations listed below

Airpt. Limo.	Airport Limousine Service
Court. Car	Courtesy Car (No Charge)
Ind./Encl. Pool	Climate-Controlled Year-Round Swimming
Ldry.	Coin Operated Laundry
Lounge	Cocktail Lounge
Mtg. Rm.	Meeting Room
1 Bed	A Room with One Double-Size Bed
2 Doubles	A Room with Two Double Beds
Twins	A Room with Two Single Beds
Queen	Over Size (width) Double Bed (Wider than Double)
King	Over Size (width) Double Bed (Larger than Queen)
Exec	A Room with a Double Bed and a Single Sofa Bed (Ideal as a Combination Bedroom/Sitting Room
Suite	A Parlor Connected to One or More Bedrooms
Rollaway	A Portable Bed Sleeping One Adult or Child
Connecting Rooms	2 Rooms with Connecting Doors within each Room
Adjoining Rooms	Rooms that are Adjacent, Across or in Same General Vicinity of Each Other

*Guests are restricted to the use of only ONE (1) special rate program (M, S, or A above) when staying at a motor lodge

Compare Rates.

1. Compare the room rates of the two motor lodges. Notice how much they vary.
2. Notice also the other rate plans offered. FHSMA are described under "Symbols, Abbreviations, and Terms."

Make A Reservation.

1. Find the toll-free telephone number needed to place the reservation.
2. If client will arrive after 6:00 p.m., Florida time, decide how you will guarantee payment.

See the information provided on the next page.

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TO MAKE A RESERVATION

CALL TOLL FREE

800-000-0000

RESERVATIONS ARE HELD UNTIL 6:00 P.M., local time. When arriving after 6:00 P.M. any of the following payment Guaranteed methods may be used:

A. Reserva-check, available at most Motor Lodges (see below).
B. Cash deposit mailed directly to the destination Lodge (see below).
C. Travel Credit Cards (see opposite).
D. Company name and billing address.
E. Individual's name, mailing address and home telephone number, at participating Lodges.

RESERVA-CHECKS are an alternate method of satisfying a cash deposit requirement. A Reserva-check is a negotiable instrument which may be purchased at many Motor Lodges only on a CASH BASIS. In the event of cancellation 24 hours prior to 6:00 P.M. local time on date of arrival, the refund of a Reserva-check is to be requested through the destination Lodge.

CASH DEPOSITS Cash deposits at locations requiring first night prepayment must be received by the destination Lodge seven (7) days prior to the date of arrival or ten (10) days after the reservaton has been made, whichever comes first. Deposits will be refunded if the reservation is cancelled 24 hours prior to 6:00 P.M. local time on the date of arrival.

GUARANTZED—Some Motor Lodges require guaranteed payment reservations regardless of time of arrival—this will be indicated by a **GTD** in the **RESV** box of your reservation confirmation. If this requirement applies, it may be satisfied by any one of the above methods (A, B, C, D or E).

DEPOSITS—Some Lodges require a deposit to guarantee your accommodations. This requirement will be noted by a **DPR** in the **RESV** box of your reservation confirmation. This requirement may be satisfied only by a Reserva-check or cash deposit.

Payment guaranteed reservations, which means a room is held all night in your name with one of the above A thru E guarantee methods, are offered for your convenience. If you are unable to meet your arrival date, the reservation must be cancelled prior to 6:00 P.M. local time at destination Lodge* to release you from your guaranteed payment obligation.

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*Any places or products mentioned in this module are not necessarily endorsed by the Kentucky State Department of Education.

Instructor's Final Checklist

READING LODGING BROCHURES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student selected the lodging that met all the needs listed in the case situation	[ ]	[ ]

Task Assignment Sheet PA-HR-19
Travel Agent

Practical Arts
HOSPITALITY AND RECREATION OCCUPATIONS

TASK: TELLING TIME IN THE TIME ZONES

Introduction

The United States is divided into time zones which follow the sun as it moves across the continent. When making travel plans, travel agents often have to deal with the time changes from zone to zone. In this task assignment sheet , you will learn how to tell time by time zones.

Objective(s)

GIVEN a time zone map and ten problems concerning the four U.S. time zones,

FIGURE THE TIME FOR THE TIME ZONES.

THE TIME MUST BE FIGURED correctly for at least eight of the problems.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, TIME ZONES IN THE U.S.
2. SOLVE problems about time in the time zones. Your instructor will provide the problems. REFER to the time zone map in Instruction Sheet I.
3. MAKE a clock with hands that will move. LABEL it with a time zone. PARTICIPATE in a time zone exercise. Your instructor will tell you more about this activity.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a time zone map and problems dealing with the time zones.

Solve each problem.

A Cooperative Effort Between
The Bureau of Vocational Education and the Office of Research and Planning
Kentucky Department of Education, Frankfort, Kentucky 40601

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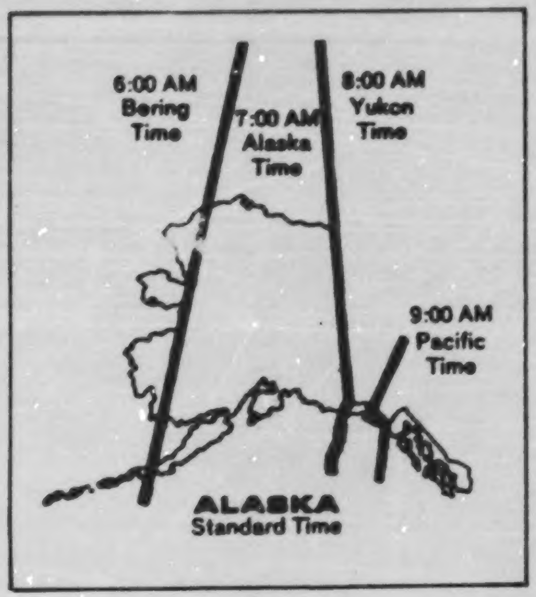
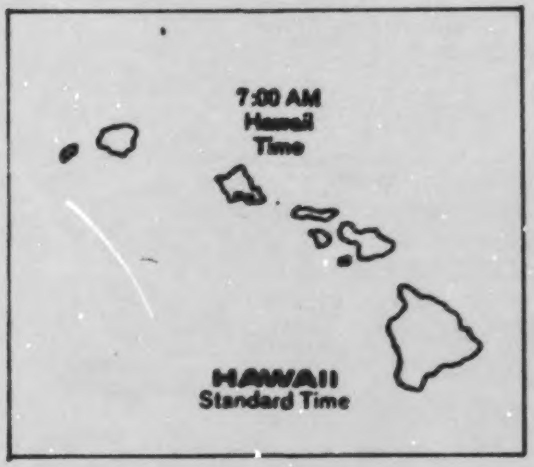
Instruction Sheet I

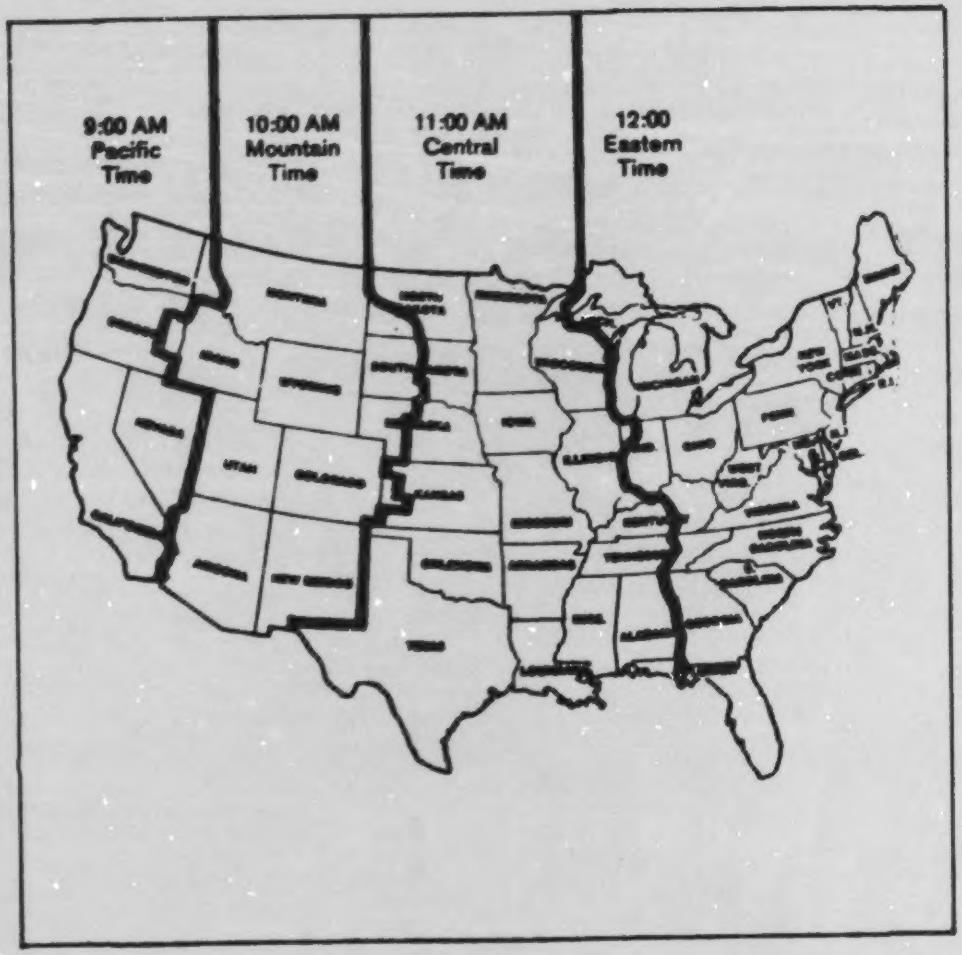
TIME ZONES IN THE U.S.

If you study the time map on the next page, you will see that the continental United States is divided into four time zones--Eastern, Central, Mountain, and Pacific Times. Notice that several states have two time zones. Alaska and Hawaii are in different time zones from the rest of the states. Alaska has four time zones--Pacific, Yukon, Alaska, and Bering. Hawaii has Hawaii time.

Because the sun rises in the east, the Eastern Time Zone is the fastest time. The zones follow the sun as it moves across the sky. Notice that each time zone is one hour slower than the one before it. For this reason, the time on the West Coast is three hours slower than the time on the East Coast. For instance, when the time is 12:00 noon in the East, it is only 9:00 in the morning in the West.


6:00 AM
Bering
Time
7:00 AM
Alaska
Time
8:00 AM
Yukon
Time
9:00 AM
Pacific
Time
ALASKA
Standard Time


7:00 AM
Hawaii
Time
HAWAII
Standard Time


9:00 AM
Pacific
Time
10:00 AM
Mountain
Time
11:00 AM
Central
Time
12:00
Eastern
Time
UTAH
TEXAS
VT.

BEST COPY AVAILABLE

Instructor's Final Checklist

TELLING TIME IN THE TIME ZONES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student solved correctly at least eight of the ten problems dealing with the time zones	[ ]	[ ]

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: READING FLIGHT SCHEDULES

Introduction

Many travel agency clients prefer to fly to their destinations. For this reason, the travel agent keeps airline flight schedules on hand. When making flight plans for a client, the travel agent refers to the schedules in order to schedule the best flight. In this task assignment sheet, you will learn how to read flight schedules.

Objective(s)

GIVEN a case situation, a flight schedule, and a flight information form,

COMPLETE THE FLIGHT INFORMATION FORM.

ALL SECTIONS of the form must be completed with the correct information from the flight schedule.

Learning Activities

1. STUDY the flight schedule and READ Instruction Sheet I, MAKING FLIGHT PLANS.
2. ANSWER the questions in Student Self-Check I. MAKING FLIGHT ARRANGEMENTS
3. COLLECT flight schedules for several airlines. COMPARE the flight schedules, meals, and other conveniences offered.
4. PRACTICE reading a flight schedule. Your instructor will provide more information about this activity.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a case situation, a flight schedule, and a flight information form.

Use the flight schedule to find the information needed, and record it on the flight information form.

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Instruction Sheet I

MAKING FLIGHT PLANS*

When a client takes a trip, he or she may want to fly to the destination. It is the travel agent's duty to make the travel arrangements.

Pretend that you are a travel agent who is employed in Lexington, Kentucky. A client has a business meeting planned for 12:00 noon in Memphis, Tennessee. He wants to know what flights he can take to get there on time and to return home early the next morning.

As we go through the steps necessary to find the information for your client, use the flight schedule on pages 2-4 of this Instruction Sheet.

1. Your client wants to leave from Lexington and fly to Memphis. Look under the heading "Lexington, Ky. To" and find "Memphis, Tenn."
2. Your client wants to get to Memphis by 12:00 noon. Look at the first line under "Memphis, Tenn." A plane leaves Lexington at 8:38 a (meaning a.m.) and arrives in Memphis at 10:17 a. This gives him sufficient time to get to his meeting.
3. You will want to tell your client that Flight Number 343 leaves from Lexington. He will stop in Atlanta and change to Flight Number 544 for Memphis. (This is written 343/544 in the flight schedule.)
4. No meals or snacks will be served on this flight. (See explanation at bottom of p. 3.)

Your client also says that he wants to return to Lexington as early as possible the following day. Again, look at the flight schedule. Look under the heading "To Lexington, KY. From" and find "Memphis, Tenn." Notice that two flights leave for Lexington early in the morning:

1. One leaves Memphis at 3:15 a.m. and arrives in Lexington at 7:45 a.m. Flight Number 290 leaves Memphis and stops in Atlanta; flight Number 694 leaves Atlanta and arrives in Lexington. A snack is served on the flight from Atlanta.
2. A later flight leaves Memphis at 7:30 a.m. and arrives in Lexington at 11:06 a.m. Flight Number 136 leaves Memphis and stops in Atlanta. He will change to flight 336 which arrives in Lexington. A snack is served on the flight from Atlanta. (See explanations at bottom of p. 3).

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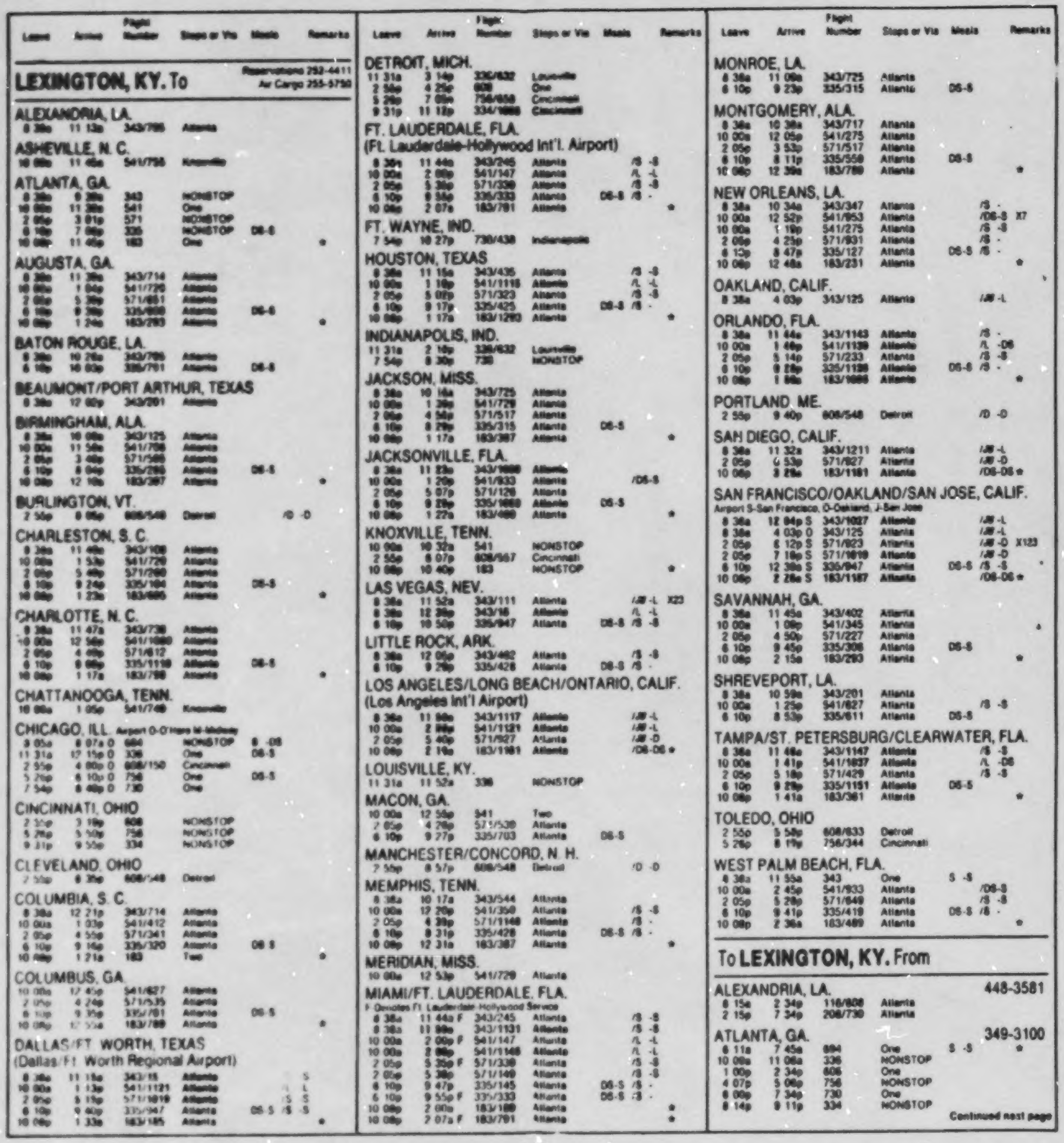
*(The Kentucky State Department of Education does not necessarily endorse any airline whose schedule is used in this module.)



LEXINGTON, KY. To

Reservations 252-4411
Air Cargo 255-5750

Leave	Arrive	Flight Number	Stops or Via	Meals	Remarks
ALEXANDRIA, LA.					
8 38a	11 13a	343/795	Atlanta		
ASHEVILLE, N. C.					
10 00a	11 45a	541/758	Knoxville		
ATLANTA, GA.					
8 38a	9 28a	343	NONSTOP		
10 00a	11 38a	541	One		
2 05p	3 01p	571	NONSTOP		
6 10p	7 08p	335	NONSTOP	DS-S	
10 08p	11 45p	183	One		★
AUGUSTA, GA.					
8 38a	11 39a	343/714	Atlanta		
10 00a	1 04p	541/720	Atlanta		
2 05p	5 39p	571/851	Atlanta		
6 10p	9 38p	335/800	Atlanta	DS-S	
10 08p	1 24a	183/293	Atlanta		★
BATON ROUGE, LA.					
8 38a	10 26a	343/785	Atlanta		
6 10p	10 03p	335/791	Atlanta	DS-S	
BEAUMONT/PORT ARTHUR, TEXAS					
8 38a	12 02p	343/201	Atlanta		
BIRMINGHAM, ALA.					
8 38a	10 08a	343/125	Atlanta		
10 00a	11 56a	541/708	Atlanta		
2 05p	3 48p	571/588	Atlanta		
6 10p	8 04p	335/285	Atlanta	DS-S	
10 08p	12 10a	183/387	Atlanta		★
BURLINGTON, VT.					
2 55p	8 05p	608/548	Detroit		/D -D
CHARLESTON, S. C.					
8 38a	11 49a	343/108	Atlanta		
10 00a	1 53p	541/720	Atlanta		
2 05p	5 49p	571/260	Atlanta		
6 10p	9 24p	335/164	Atlanta	DS-S	
10 08p	1 23a	183/605	Atlanta		★
CHARLOTTE, N. C.					
8 38a	11 47a	343/738	Atlanta		
10 00a	12 56p	541/1080	Atlanta		
2 05p	4 09p	571/812	Atlanta		
6 10p	8 08p	335/1110	Atlanta	DS-S	
10 08p	1 17a	183/788	Atlanta		★
CHATTANOOGA, TENN.					
10 00a	1 05p	541/740	Knoxville		
CHICAGO, ILL. Airport O-O'Hare M-Midway					
8 05a	8 07a O	684	NONSTOP	B -DB	
11 31a	12 15p O	336	One	DS-S	
2 55p	4 00p O	608/150	Cincinnati		
5 26p	6 10p O	756	One	DS-S	
7 54p	8 40p O	730	One		
CINCINNATI, OHIO					
2 55p	3 19p	608	NONSTOP		
5 26p	5 50p	756	NONSTOP		
9 31p	9 55p	334	NONSTOP		
CLEVELAND, OHIO					
2 55p	6 35p	608/548	Detroit		
COLUMBIA, S. C.					
8 38a	12 21p	343/714	Atlanta		
10 00a	1 03p	541/412	Atlanta		
2 05p	4 55p	571/341	Atlanta		
6 10p	9 16p	335/320	Atlanta	DS-S	
10 08p	1 21a	183	Two		★
COLUMBUS, GA.					
10 00a	12 45p	541/627	Atlanta		
2 05p	4 24p	571/535	Atlanta		
6 10p	9 35p	335/701	Atlanta	DS-S	
10 08p	12 55a	183/788	Atlanta		★
DALLAS/FT. WORTH, TEXAS (Dallas/Ft. Worth Regional Airport)					
8 38a	11 15a	343/15	Atlanta		/S -S
10 00a	1 13p	541/1121	Atlanta		/L -L
2 05p	5 19p	571/1019	Atlanta		/S -S
6 10p	9 40p	335/947	Atlanta	DS-S	/S -S
10 08p	1 33a	183/185	Atlanta		★
DETROIT, MICH.					
11 31a	3 14p	336/632	Louisville		
2 55p	4 25p	608	One		
5 26p	7 08p	756/658	Cincinnati		
9 31p	11 12p	334/[illegible]	Cincinnati		
FT. LAUDERDALE, FLA. (Ft. Lauderdale-Hollywood Int'l. Airport)					
8 38a	11 44a	343/245	Atlanta		/S -S
10 00a	2 00p	541/147	Atlanta		/L -L
2 05p	5 35p	571/330	Atlanta		/S -S
6 10p	9 55p	335/333	Atlanta	DS-S	/S -
10 08p	2 07a	183/791	Atlanta		★
FT. WAYNE, IND.					
7 54p	10 27p	730/438	Indianapolis		
HOUSTON, TEXAS					
8 38a	11 15a	343/435	Atlanta		/S -S
10 00a	1 10p	541/1116	Atlanta		/L -L
2 05p	5 02p	571/323	Atlanta		/S -S
6 10p	9 17p	335/425	Atlanta	DS-S	/S -
10 08p	1 17a	183/1293	Atlanta		★
INDIANAPOLIS, IND.					
11 31a	2 10p	336/632	Louisville		
7 54p	8 30p	730	NONSTOP		
JACKSON, MISS.					
8 38a	10 16a	343/725	Atlanta		
10 00a	1 39p	541/729	Atlanta		
2 05p	4 56p	571/517	Atlanta		
6 10p	8 29p	335/315	Atlanta	DS-S	
10 08p	1 17a	183/387	Atlanta		★
JACKSONVILLE, FLA.					
8 38a	11 23a	343/[illegible]	Atlanta		
10 00a	1 20p	541/933	Atlanta		/DS-S
2 05p	5 07p	571/126	Atlanta		
6 10p	9 28p	335/[illegible]	Atlanta	DS-S	
10 08p	1 27a	183/480	Atlanta		★
KNOXVILLE, TENN.					
10 00a	10 32a	541	NONSTOP		
2 55p	6 07p	608/567	Cincinnati		
10 08p	10 40p	183	NONSTOP		★
LAS VEGAS, NEV.					
8 38a	11 52a	343/111	Atlanta		/B -L X23
8 38a	12 39p	343/16	Atlanta		/L -L
6 10p	10 50p	335/947	Atlanta	DS-S	/S -S
LITTLE ROCK, ARK.					
8 38a	12 05p	343/462	Atlanta		/S -S
6 10p	9 29p	335/428	Atlanta	DS-S	/S -
LOS ANGELES/LONG BEACH/ONTARIO, CALIF. (Los Angeles Int'l Airport)					
8 38a	11 50a	343/1117	Atlanta		/B -L
10 00a	2 [illegible]	541/1121	Atlanta		/B -L
2 05p	5 40p	571/927	Atlanta		/B -D
10 08p	2 19a	183/1181	Atlanta		/DS-DS ★
LOUISVILLE, KY.					
11 31a	11 52a	336	NONSTOP		
MACON, GA.					
10 00a	12 56p	541	Two		
2 05p	4 28p	571/530	Atlanta		
6 10p	9 27p	335/703	Atlanta	DS-S	
MANCHESTER/CONCORD, N. H.					
2 55p	8 57p	608/548	Detroit		/D -D
MEMPHIS, TENN.					
8 38a	10 17a	343/544	Atlanta		
10 00a	12 20p	541/350	Atlanta		/S -S
2 05p	4 30p	571/1148	Atlanta		/S -
6 10p	8 31p	335/428	Atlanta	DS-S	/S -
10 08p	12 31a	183/387	Atlanta		★
MERIDIAN, MISS.					
10 00a	12 53p	541/729	Atlanta		
MIAMI/FT. LAUDERDALE, FLA. F Denotes Ft. Lauderdale-Hollywood Service					
8 38a	11 44a F	343/245	Atlanta		/S -S
8 38a	11 [illegible]	343/1131	Atlanta		/S -S
10 00a	2 00p F	541/147	Atlanta		/L -L
10 00a	2 [illegible]	541/1148	Atlanta		/L -L
2 05p	5 35p F	571/330	Atlanta		/S -S
2 05p	5 38p	571/149	Atlanta		/S -S
6 10p	9 47p	335/145	Atlanta	DS-S	/S -
6 10p	9 55p F	335/333	Atlanta	DS-S	/S -
10 08p	2 00a	183/188	Atlanta		★
10 08p	2 07a F	183/791	Atlanta		★
MONROE, LA.					
8 38a	11 09a	343/725	Atlanta		
6 10p	9 23p	335/315	Atlanta	DS-S	
MONTGOMERY, ALA.					
8 38a	10 38a	343/717	Atlanta		
10 00a	12 05p	541/275	Atlanta		
2 05p	3 53p	571/517	Atlanta		
6 10p	8 11p	335/558	Atlanta	DS-S	
10 08p	12 39a	183/788	Atlanta		★
NEW ORLEANS, LA.					
8 38a	10 34a	343/347	Atlanta		/S -
10 00a	12 52p	541/953	Atlanta		/DS-S X7
10 00a	1 19p	541/275	Atlanta		/S -S
2 05p	4 25p	571/931	Atlanta		/S -
6 10p	8 47p	335/127	Atlanta	DS-S	/S -
10 08p	12 48a	183/231	Atlanta		★
OAKLAND, CALIF.					
8 38a	4 03p	343/125	Atlanta		/B -L
ORLANDO, FLA.					
8 38a	11 44a	343/1143	Atlanta		/S -
10 00a	1 46p	541/1139	Atlanta		/L -DS
2 05p	5 14p	571/233	Atlanta		/S -S
6 10p	9 28p	335/1128	Atlanta	DS-S	/S -
10 08p	1 [illegible]	183/[illegible]	Atlanta		★
PORTLAND, ME.					
2 55p	9 40p	608/548	Detroit		/D -D
SAN DIEGO, CALIF.					
8 38a	11 32a	343/1211	Atlanta		/B -L
2 05p	6 53p	571/927	Atlanta		/B -D
10 08p	3 28a	183/1181	Atlanta		/DS-DS ★
SAN FRANCISCO/OAKLAND/SAN JOSE, CALIF. Airport S-San Francisco, O-Oakland, J-San Jose					
8 38a	12 04p S	343/1027	Atlanta		/B -L
8 38a	4 03p O	343/125	Atlanta		/B -L
2 05p	6 12p S	571/923	Atlanta		/B -D X123
2 05p	7 18p S	571/1019	Atlanta		/B -D
6 10p	12 38a S	335/947	Atlanta	DS-S	/S -S
10 08p	2 28a S	183/1187	Atlanta		/DS-DS ★
SAVANNAH, GA.					
8 38a	11 45a	343/402	Atlanta		
10 00a	1 08p	541/345	Atlanta		
2 05p	4 50p	571/227	Atlanta		
6 10p	9 45p	335/308	Atlanta	DS-S	
10 08p	2 15a	183/293	Atlanta		★
SHREVEPORT, LA.					
8 38a	10 59a	343/201	Atlanta		
10 00a	1 25p	541/627	Atlanta		/S -S
6 10p	8 53p	335/611	Atlanta	DS-S	
TAMPA/ST. PETERSBURG/CLEARWATER, FLA.					
8 38a	11 48a	343/1147	Atlanta		/S -S
10 00a	1 41p	541/1037	Atlanta		/L -DS
2 05p	5 18p	571/429	Atlanta		/S -S
6 10p	9 28p	335/1151	Atlanta	DS-S	
10 08p	1 41a	183/361	Atlanta		★
TOLEDO, OHIO					
2 55p	5 58p	608/633	Detroit		
5 26p	8 19p	756/344	Cincinnati		
WEST PALM BEACH, FLA.					
8 38a	11 55a	343	One	S -S	
10 00a	2 45p	541/933	Atlanta		/DS-S
2 05p	5 28p	571/649	Atlanta		/S -S
6 10p	9 41p	335/419	Atlanta	DS-S	/S -
10 08p	2 36a	183/489	Atlanta		★

To LEXINGTON, KY. From

Leave	Arrive	Flight Number	Stops or Via	Meals	Remarks
ALEXANDRIA, LA.					448-3581
8 15a	2 34p	116/808	Atlanta		
2 15p	7 34p	208/730	Atlanta		
ATLANTA, GA.					349-3100
6 11a	7 45a	684	One	S -S	★
10 09a	11 06a	336	NONSTOP		
1 00p	2 34p	608	One		
4 07p	5 08p	756	NONSTOP		
6 00p	7 34p	730	One		
8 14p	9 11p	334	NONSTOP		

Continued next page

Leave	Arrive	Flight Number	Stops or Via	Meals	Remarks
AUGUSTA, GA.					724-2641
4 40a	7 45a	687/694	Atlanta		/S -S
8 32a	11 06a	656/336	Atlanta		
10 40a	2 34p	506/608	Atlanta		
1 38p	5 06p	617/756	Atlanta		
4 20p	7 34p	730	Two		
6 20p	9 11p	641/334	Atlanta		
BATON ROUGE, LA.					356-4361
9 05a	2 34p	116/608	Atlanta		
12 16p	5 06p	640/756	Atlanta		
3 05p	7 34p	208/730	Atlanta		
BEAUMONT/ PORT ARTHUR, TEXAS					722-3471 722-3471
1 40p	7 34p	200/730	Atlanta	S -S	
BIRMINGHAM, ALA.					328-2000
3 45a	7 45a	694	Two	S -S	★
7 20a	11 06a	218/336	Atlanta		
9 35a	2 34p	322/608	Atlanta		
1 45p	5 06p	741/756	Atlanta		
3 40p	7 34p	622/730	Atlanta		
4 45p	9 11p	657/334	Atlanta		
CHARLESTON, S. C.					577-3230
3 50a	7 45a	792/694	Atlanta		/S -S
8 05a	11 06a	217/336	Atlanta	S -S	
9 25a	2 34p	930/608	Atlanta		
1 20p	5 06p	318/756	Atlanta		
3 25p	7 34p	730	Three		
4 28p	7 34p	344/730	Atlanta		
6 35p	9 11p	212/334	Atlanta		
CHARLOTTE, N. C.					372-3000
8 38a	11 06a	1117/336	Atlanta	S -	
10 20a	2 34p	525/608	Atlanta		X7
10 20a	2 34p	1121/608	Atlanta		7
2 20p	5 06p	927/756	Atlanta		
4 13p	7 34p	645/730	Atlanta		
6 36p	9 11p	1229/334	Atlanta		
CHATTANOOGA, TENN.					756-2411
7 06a	7 45a	694	NONSTOP	S -S	
1 55p	2 34p	608	NONSTOP		
6 55p	7 34p	730	NONSTOP		
CHICAGO, ILL. Airport O-O'Hare M-Midway					346-5300
7 00a O	9 38a	541	One	B -C	
11 00a O	1 44p	571	One		
3 00p O	5 45p	335	One		
7 45p O	8 43p	163	NONSTOP		
CINCINNATI, OHIO					721-7000
9 15a	9 38a	541	NONSTOP		
1 20p	1 44p	571	NONSTOP		
5 21p	5 45p	335	NONSTOP		
COLUMBIA, S. C.					779-4300
3 55a	7 45a	687/694	Atlanta		/S -S
8 10a	11 06a	407/336	Atlanta	S -S	
10 35a	2 34p	206/608	Atlanta		
2 28p	5 06p	243/756	Atlanta		
4 27p	7 34p	141/730	Atlanta		
5 40p	9 11p	348/334	Atlanta		
FT. LAUDERDALE, FLA. (Ft. Lauderdale-Hollywood Int'l. Airport)					763-2211
2 40a	7 45a	998/694	Atlanta		/S -S 5
3 38a	7 45a	999/694	Atlanta		/S -S X5
7 28a	11 06a	1048/336	Atlanta	B -B	
9 40a	2 34p	244/608	Atlanta	DS-S	
12 34p	5 06p	436/756	Atlanta	L -L	
2 58p	7 34p	280/730	Atlanta	S -S	
5 40p	9 11p	438/334	Atlanta	D -D	
HOUSTON, TEXAS					623-6000
2 35a	7 45a	180/694	Atlanta		/S -S
6 35a	11 06a	1232/336	Atlanta	B -B	
8 40a	2 34p	240/608	Atlanta	br -br	
11 28a	5 06p	822/756	Atlanta	L -L	
2 28p	7 34p	1114/730	Atlanta	S -S	
4 44p	9 11p	124/334	Atlanta	D -D	
JACKSON, MISS.					939-5200
2 45a	7 45a	694	Three	S -S	★
7 30a	11 06a	210/336	Atlanta	B -C	
8 30a	2 34p	322/608	Atlanta		
1 15p	5 06p	222/756	Atlanta	DS-S	
2 25p	7 34p	428/730	Atlanta		
5 30p	9 11p	318/334	Atlanta	DS-S	
JACKSONVILLE, FLA.					398-3011
4 25a	7 45a	198/694	Atlanta		/S -S
8 28a	11 06a	1027/336	Atlanta	B -S	
10 15a	2 34p	448/608	Atlanta		
2 18p	5 06p	1018/756	Atlanta		
4 10p	7 34p	936/730	Atlanta		
6 20p	9 11p	334	One	DS-S	
KNOXVILLE, TENN.					546-5050
8 00a	9 38a	330/541	Cincinnati	S -S	
LAS VEGAS, NEV.					736-6161
1 10p	9 11p	100/334	Atlanta	RS -L	X23
LITTLE ROCK, ARK.					376-6211
6 38a	11 06a	136/336	Atlanta	B -C	
4 20p	9 11p	333/334	Atlanta	DS-S	
LOS ANGELES/LONG BEACH/ ONTARIO, CALIF. (Los Angeles Int'l Airport)					386-5510/639-4000 800-252-9121
1 18a	2 34p	1098/608	Atlanta	B -B	
8 14a	5 06p	918/756	Atlanta	br -br	
12 25p	9 11p	400/334	Atlanta	RS -L	
10 00p	7 45a	1162/694	Atlanta	DS-DS/S -S	
MACON, GA.					788-6680
8 30a	11 06a	602/336	Atlanta		
1 35p	5 06p	660/756	Atlanta		
4 58p	7 34p	638/730	Atlanta		
MEMPHIS, TENN.					396-7200
3 15a	7 45a	290/694	Atlanta		/S -S
7 30a	11 06a	136/336	Atlanta	B -C	
9 38a	2 34p	1138/608	Atlanta		
1 10p	5 06p	429/756	Atlanta	S -	
2 32p	7 34p	651/730	Atlanta		
5 20p	9 11p	333/334	Atlanta	DS-S	
MONTGOMERY, ALA.					262-6451
7 35a	11 06a	544/336	Atlanta		
9 07a	2 34p	720/608	Atlanta		
1 30p	5 06p	840/756	Atlanta		
3 31p	7 34p	426/730	Atlanta		
5 40p	9 11p	628/334	Atlanta		
NEW ORLEANS, LA.					529-2431
3 05a	7 45a	286/694	Atlanta		/S -S
7 05a	11 06a	418/336	Atlanta	B -B	
8 52a	2 34p	1080/608	Atlanta	S -	
1 03p	5 06p	126/756	Atlanta	DS-S	
2 45p	7 34p	820/730	Atlanta	S -	X6
5 25p	9 11p	914/334	Atlanta	DS-S	
OAKLAND, CALIF.					626-9313
12 50a	2 34p	322/608	Atlanta	B -C	
ORLANDO, FLA.					849-6400
4 00a	7 45a	780/694	Atlanta		/S -S
8 08a	11 06a	1022/336	Atlanta	B -B	
10 00a	2 34p	350/608	Atlanta		
1 48p	5 06p	1128/756	Atlanta		
3 50p	7 34p	456/730	Atlanta		
6 10p	9 11p	1088/334	Atlanta	D -DS	
PHOENIX, ARIZ.					258-5930
8 50a	5 00p	924/756	Atlanta	br -br	
12 45p	9 11p	318/334	Atlanta	L -L	
SAN DIEGO, CALIF.					239-3431
7 00a	5 06p	918/756	Atlanta	br -br	
12 25p	9 11p	1212/334	Atlanta	RS -L	
8 05p	7 45a	998/694	Atlanta	DS-S	/S -S
11 48p	2 34p	1080/608	Atlanta	B -B	
SAN FRANCISCO/OAKLAND/ SAN JOSE, CALIF. Airport S-San Francisco, O-Oakland, J-San Jose					626-6500/626-9313 287-1313
12 45a S	11 06a	980/336	Atlanta	B -B	
12 50a O	2 34p	322/608	Atlanta	B -C	
8 07a S	5 06p	928/756	Atlanta	br -br	X234
8 28a S	7 34p	1134/730	Atlanta	br -br	
11 58a S	9 11p	1126/334	Atlanta	RS -L	
10 00p S	7 45a	1088/694	Atlanta	DS-DS/S -S	
SAVANNAH, GA.					234-1221
4 35a	7 45a	792/694	Atlanta		/S -S
8 30a	11 06a	434/336	Atlanta		
10 32a	2 34p	930/608	Atlanta		
2 20p	5 06p	305/756	Atlanta		
4 33p	7 34p	915/730	Atlanta		
5 35p	9 11p	202/334	Atlanta		
SHREVEPORT, LA.					424-6311
7 00a	11 06a	642/336	Atlanta	B -B	
9 15a	2 34p	326/608	Atlanta		
11 00a	5 06p	522/756	Atlanta	S -S	
2 45p	7 34p	200/730	Atlanta	S -S	
4 18p	9 11p	628/334	Atlanta	S -S	
TAMPA/ST. PETERSBURG/ CLEARWATER, FLA.					879-5800/894-1861 894-1861
4 00a	7 45a	484/694	Atlanta		/S -S
8 00a	11 06a	1144/336	Atlanta	B -B	
9 58a	2 34p	1118/608	Atlanta		
2 00p	5 06p	1044/756	Atlanta	S -S	
3 45p	7 34p	1038/730	Atlanta	S -S	
6 10p	9 11p	428/334	Atlanta	D -DS	

EXPLANATIONS

MEALS: RS Royal Service: Flights with prestige catering appropriate to the time of day in First Class section.

D Dinner	br Brunch
L Lunch	S Snack
B Breakfast	DS Deluxe Snack
C Continental Breakfast	

(A single meal symbol indicates service to First Class or Deluxe Night Coach only)

FREQUENCY CODE All Flights Daily Except as Noted

1 — Monday	4 — Thursday	7 — Sunday
2 — Tuesday	5 — Friday	X — Except
3 — Wednesday	6 — Saturday	

MISCELLANEOUS SYMBOLS

★ Early Bird morning flights or Owly Bird evening flights offering Deluxe Night Coach and Night Coach service generally at a substantial savings over regular day time service.

/ Separates flights on connecting service.

🚁 Helicopter Service Available.

Student Self-Check I

MAKING TRANSPORTATION ARRANGEMENTS

Use the flight schedule and explanations, included in Instruction Sheet I to answer the following questions. USE YOUR OWN PAPER. When you have finished, compare your answers with those at the bottom of the page.

1. The client wants to go to Detroit, Michigan in time to attend a luncheon. What is the last flight she can take from Lexington in order to get to Detroit by 12:00 noon?

2. Will the client have to stop on the way to Detroit? If so, where and what flight will she take from there?

3. If the client takes a trip to Las Vegas, Nevada on Wednesday, what time will she arrive there if she leaves Lexington at 8:38 a.m. on Flight Number 343?

4. What time can the client catch a flight from Las Vegas back to Lexington? What time will she arrive in Lexington? What meal will be served if she flies first class?

ANSWERS:

1. Flight Number 334. Flight Number 336 does not arrive until 3:14 p.m.; therefore, the attorney will have to leave Lexington the night before in order to arrive in time for the luncheon.

2. Yes. Cincinnati. Flight Number 1056.

3. 12:35 p.m. in Las Vegas. 3:35 p.m. in Lexington.

4. 1:10 p.m. from Las Vegas. 9:11 p.m. Deluxe Snack.

Instructor's Final Checklist

READING FLIGHT SCHEDULES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
The student completed all sections of the flight information form with the correct information from the flight schedule.	[ ]	[ ]

Practical Arts

HOSPITALTIY AND RECREATION OCCUPATIONS

TASK: PREPARING FLIGHT ITINERARIES

Introduction

Once the travel agent has planned the proper flight for a client, and made the reservations with the airlines, the plan is entered in writing on a form called a flight itinerary. This itinerary is given to the client who refers to it for the flight information. In this task assignment sheet you will learn how to prepare a flight itinerary.

Objective(s)

GIVEN two flight plans and an itinerary form,

PREPARE AN ITINERARY FOR EACH FLIGHT PLAN.

ALL ITEMS in each flight plan must be entered without error in the proper spaces of the itinerary form.

Learning Activities

1. READ, STUDY, and DISCUSS Instruction Sheet I, FILLING OUT A FLIGHT ITINERARY.
2. PRACTICE filling out a flight itinerary by completing Student Self-Check I, COMPLETING A FLIGHT ITINERARY. DISCUSS your completed itinerary with the class.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide two flight plans and itinerary forms.

Prepare an itinerary for each flight plan.

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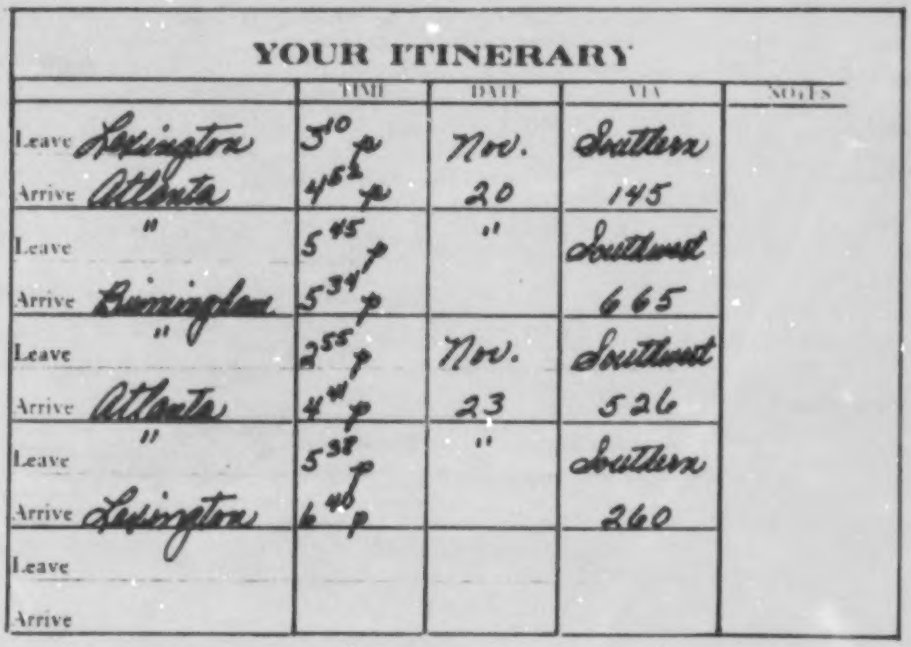
Instruction Sheet I

FILLING OUT A FLIGHT ITINERARY

If you were a travel agent, you would be required to fill out flight itineraries for clients. A flight itinerary is a guide for travelers who fly. Examine the itinerary below for a trip from Lexington to Birmingham and back.



YOUR ITINERARY

	TIME	DATE	VIA	NOTES
Leave Lexington	3^{10} p	Nov.	Southern	
Arrive Atlanta	4^{52} p	20	145	
Leave "	5^{45} p	"	Southwest	
Arrive Birmingham	5^{34} p		665	
Leave "	2^{55} p	Nov.	Southwest	
Arrive Atlanta	4^{41} p	23	526	
Leave "	5^{38} p	"	Southern	
Arrive Lexington	6^{40} p		260	
Leave				
Arrive				

Here is the flight plan, for this itinerary:

November 20:
1. Leave Lexington at 3:10 p.m. on Southern Airlines, Flight 145.
2. Stop over in Atlanta. Arrive in Atlanta at 4:52 p.m.
3. Leave Atlanta at 5:45 p.m. on Southwest Airlines, Flight 665.
4. Arrive in Birmingham at 5:34 p.m.

November 23:
1. Leave Birmingham at 2:55 p.m. on Southwest Airlines, Flight 526.
2. Stop over at Atlanta. Arrive in Atlanta at 4:41 p.m.
3. Leave Atlanta 5:38 p.m. on Southern Airlines, Flight 260.
4. Arrive in Lexington at 6:40 p.m.

Student Self-Check I

COMPLETING A FLIGHT ITINERARY

Your instructor will provide a copy of an itinerary form. Use the flight plan below to complete your itinerary.

Today's date:

Leave your city, 11:30 a.m., Baron Airlines, Flight No. 125, arrive Atlanta, 12:45 p.m.

Leave Atlanta, 3:00 p.m., Ocean Airlines, Flight No. 240, arrive Miami, 3:45 p.m.

Tomorrow's date:

Leave Miami, 8:35 a.m., Ocean Airlines, Flight No. 320, arrive Atlanta, 9:20 a.m.

Leave Atlanta 11:05 a.m., Baron Airlines, Flight No. 450, arrive your city 12:20 p.m.

Instructor's Final Checklist

PREPARING FLIGHT ITINERARIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing flight itineraries, the student:

	Accomplished	Not Accomplished
1. Prepared an itinerary for each flight plan	[ ]	[ ]
2. Entered all items in each flight plan without error in the proper spaces of the itinerary form	[ ]	[ ]

Task Assignment Sheet PA-HR-22
Travel Agent

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: READING ROAD MAPS

Introduction

People who travel often prefer to drive their own cars. To make the trip easier and faster, they frequently have a travel agency plan the best route to follow. When a client requests these services, the travel agent refers to a road map, identifies the best route, and marks it on the map. The client then follows the map to the destination. In this task assignment sheet, you will learn how to read a road map.

Objective(s)

GIVEN a road map and a request for a route plan,

MARK THE BEST ROUTE ON THE ROAD MAP.

THE ROUTE MARKED must lead from the starting point to the destination, indicate accessible roadways, and provide for any other needs specified in the request.

Learning Activities

1. OBTAIN a Kentucky road map. Bring your own map to class, or obtain one from your instructor.
2. LOCATE cities, towns, and counties using the letter-number key guides at the edge of the map.
3. STUDY the map legend. FIND the items on the map which appear in the legend.
4. FIGURE mileage from one city to another.
5. FIND the best routes from one city to another. Your instructor will tell you the starting points and the destinations. DISCUSS the routes selected with the class.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a road map and a request for a route plan.

Select the best route and mark it on the road map with a colored pencil or pen. Work with a small group of your classmates.

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Instructor's Final Checklist

READING ROAD MAPS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In marking the best route on the road map, the student:	Accomplished	Not Accomplished
1. Marked a route that led from the starting point to the destination	☐	☐
2. Indicated accessible roads	☐	☐
3. Provided for any other needs specified in the case situation	☐	☐

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: FIGURING COST OF CAR RENTAL

Introduction

Travelers often find they need some means of transportation once they have reached their destinations. A car rental service may be the answer to their needs. However, the traveler should be aware of the expense involved in renting a car. In this task assignment sheet, you will learn how to figure the cost of car rental.

Objective(s)

GIVEN a car rental rate chart, statement of cost forms, and two cases concerning car rental,

PREPARE A STATEMENT OF COST FOR EACH CASE.

EACH STATEMENT OF COST must be prepared without error.

Learning Activities

1. STUDY the chart and statement of cost and READ Instruction Sheet I, PREPARING CAR RENTAL STATEMENTS OF COST. DISCUSS the information.
2. PARTICIPATE in a training session for preparing car rental statements of cost. Your instructor will provide more information about this activity.
3. DEMONSTRATE your ability in figuring car rental costs with a small group. Your instructor will provide more information about this activity.
4. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a car rental rate chart, statement of cost forms, and cases concerning car rental.

Prepare a statement of cost for each case.

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Instruction Sheet 1

PREPARING CAR RENTAL STATEMENTS OF COST

Car rental costs are usually based on the size of the car, the day of the week the car is used, and the number of miles the car is driven. A car rental agent refers to a rate chart when figuring the car rental costs. Study the rate chart below.

CAR RENTAL RATE CHART

TYPE OF CAR	REGULAR RATE	WEEKEND RATE
Compact	$38.00 a day plus 38¢ a mile	$13.95 a day (150 miles a day free) plus 14¢ a mile over 150 miles
Economy	$40.00 a day plus 40¢ a mile	$17.95 a day (150 miles a day free) plus 18¢ a mile over 150 miles
Standard (2 door)	$41.00 a day plus 41¢ a mile	$19.95 a day (150 miles a day free) plus 20¢ a mile over 150 miles
Standard (4 door)	$42.00 a day plus 42 ¢ a mile	$20.95 a day (150 miles a day free) plus 20¢ a mile over 150 miles

The car rental agent prepares a statement of cost for the customer. Examine the statements for Janice Carson on the following pages. Refer to the car rental rate chart as you study each statement.

CAR RENTAL COMPANY

(1) Date 10-19-19--

(2) Name Janice Carson

Address American Company
10 Industrial Place
Cave Run, KY 40470

Telephone 606-123-4567

(3) Regular Rate ✓
(4) Weekend Rate ___

(4) Type of Car	(5) Dates Used	Mileage				(10) Daily Rate	(11) Total
		(6) Beginning	(7) Ending	(8) Driven	(9) Cost		
Economy	10-18	2840				40.00	40.00
	10-19		3000	160	64.00	40.00	104.00

(12) Total Cost $144.00

(13) Tax 7.20

(14) Amount Due $151.20

Look at each part of the statement.

Item 1: The date is the day the customer pays.
2: The customer's name, address and telephone number are recorded.
3: The regular or weekend rate is checked. Cars used Monday through Friday are charged regular rate.
4: One of the types of cars listed on the chart is entered.

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5: The dates the car is used are entered.
6: The mileage registered on the odometer (instrument on the dashboard that measures the distance traveled) when the customer receives the car is entered.
7: The mileage registered on the odometer when the customer returns the car is entered.
8: The miles driven are figured by subtracting the beginning mileage from the ending mileage.
9: The mileage cost is figured by multiplying the miles driven by the regular mileage rate. For the economy car the regular mileage rate is 40¢ a mile. The cost is always recorded on the day the car is returned.
10: The regular daily rate is recorded for each day the car is used.
11: The costs are totaled for each day.
12: The costs in Item 11 are totaled.
13: A 5% tax is figured for the total cost.
14: The amount due is figured by adding the total cost and tax.

The statement on the preceding page is for a weekend rate. It is figured in the same manner as the previous one with the exception of the mileage cost.

Refer to the car rental rate chart. Notice that a weekend customer is entitled to 150 free miles per day. This is a total of 300 free miles for two days.

Since Janice Carson drove 310 miles, she is charged mileage for only 10 miles at 14¢ a mile.

CAR RENTAL COMPANY

(1) Date 10-19-19--

(2) Name Janice Carson

Address American Company
10 Industrial Place
Cave Run, KY 40470

Telephone 606-123-4567

(3) Regular Rate
(4) Weekend Rate ✓

(4) Type of Car	(5) Dates Used	Mileage				(10) Daily Rate	(11) Total
		(6) Beginning	(7) Ending	(8) Driven	(9) Cost		
Economy	10-25	2840				13.95	13.95
	10-26		3150	310	1.40	13.95	15.35

(12) Total Cost $29.30

(13) Tax 1.47

(14) Amount Due $30.77

Instructor's Final Checklist

FIGURING COST OF CAR RENTAL

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In preparing statements of cost for car rental, the student:

	Accomplished	Not Accomplished
1. Prepared a statement for each case.	[ ]	[ ]
2. Prepared each statement without error	[ ]	[ ]

Task Assignment Sheet PA-HR-24
Travel Agent

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: PLANNING A VACATION

Introduction

Sometimes planning vacations can be frustrating and time consuming. Many vacationists, therefore, seek the assistance of travel agents. In planning vacations, travel agents consider the tastes, budgets, and demands of the client. In this task assignment sheet, you will learn how to plan a vacation.

Objective(s)

GIVEN a tourist guide and a vacation planning chart,

PLAN A VACATION.

YOUR PLAN must include lodging, food services, entertainment/recreation, travel expense, and total cost.

Learning Activities

1. DISCUSS things to consider when planning a vacation.
2. PREPARE a list of your vacation preferences. INCLUDE the amount of money you can spend and the types of lodging, food services, and entertainment/recreation you prefer.
3. OBTAIN a tourist guide. REVIEW the guide to find out about places to stay, places to eat, places to go for entertainment/recreation, and costs. COMPARE your vacation preferences with information in the guide. SELECT an appropriate place to spend a vacation.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a tourist guide and a vacation planning chart.

Complete the vacation planning chart for the vacation place you selected in Learning Activity 3.

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Instructor's Final Checklist

PLANNING A VACATION

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's vacation plan included:

	Accomplished	Not Accomplished
1. Lodging	[ ]	[ ]
2. Food services	[ ]	[ ]
3. Entertainment/recreation activities	[ ]	[ ]
4. Travel expense	[ ]	[ ]
5. Total cost	[ ]	[ ]

Task Assignment Sheet PA-HR-25
Travel Agent

Practical Arts

HOSPALITY AND RECREATION OCCUPATIONS

TASK: PREPARING ITINERARIES

Introduction

An itinerary is a guidebook for travelers. It is a detailed plan or outline for a proposed journey. When planning journeys for their clients, travel agents prepare itineraries. In this task assignment sheet, you will learn how to prepare an itinerary.

You must have completed Task Assignment Sheet PA-HR-24 before beginning this one.

Objective(s)

USING your vacation plan and a road map,

PREPARE AN ITINERARY FOR YOUR VACATION.

YOUR ITINERARY must include weekdays, dates, times, cities, and events.

Learning Activities

1. STUDY the itinerary and READ Instruction Sheet I, PREPARING AN ITINERARY. DISCUSS the information.
2. PARTICIPATE with the class in preparing an itinerary.
3. REVIEW the vacation plan you prepared in Task Assignment Sheet PA-HR-24.
4. TRACE on a road map the route leading to the vacation place you selected.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Use a road map and the vacation plan you prepared in Task Assignment Sheet PA-HR-24.

Prepare an itinerary for your vacation plan.

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Instruction Sheet 1

PREPARING AN ITINERARY

As you prepare your itinerary, keep in mind that it should tell exactly when you will be where. Itineraries can be in different formats, but they all include essentially the same kinds of information: dates, times, places, and important events. Study the itinerary below. It is for a person living in Lexington, Kentucky and planning a vacation in Tampa, Florida.

ITINERARY FOR ______ (Name) ______

DAY	DATE	TIME	CITY	EVENT
Monday	10/24	7:30 a.m. 6:00 p.m.	Lexington Atlanta	Depart Arrive Comfort Inn, Hill Street
Tuesday	10/25	8:00 a.m. 9:00 p.m.	Atlanta Tampa	Depart Arrive Sand Hotel, 222 South Highway
Wednesday	10/26	8:00-11:00 p.m.	Tampa	Dinner and Concert, Blue Theater, 18 Waterfront
Thursday	10/27	10:00 a.m.-12:00 noon	Tampa	Sightseeing Tour, Information Center, Bay Street Annex
Friday	10/28	7:30 a.m. 8:30 p.m.	Tampa Atlanta	Depart Arrive Comfort Inn, Hill Street
Saturday	10/29	8:00 a.m. 5:30 p.m.	Atlanta Lexington	Depart Arrive

Instructor's Final Checklist

PREPARING AN ITINERARY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's itinerary included:

	Accomplished	Not Accomplished
1. **Weekdays**	☐	☐
2. **Dates**	☐	☐
3. **Times**	☐	☐
4. **Cities**	☐	☐
5. **Events**	☐	☐

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: WRITING A TOUR NARRATIVE

Introduction

If you have ever participated in a guided tour, you listened to the tour guide telling interesting stories about the area. The narrative probably made the tour much more interesting and enjoyable to you. In this task assignment sheet you will learn how to write a tour narrative.

Objective(s)

AFTER SELECTING a tour area,

WRITE A TOUR NARRATIVE FOR THE AREA.

YOUR NARRATIVE will be rated according to the Instructor's Final Checklist.

Learning Activities

1. SELECT an area on the school campus that would be of interest to a visitor. Have your instructor approve the area you select.
2. IDENTIFY points and items of interest in the area. LIST and briefly DESCRIBE the ones you want to include in your tour narrative.
3. RESEARCH the history of the area. TAKE notes of interesting events and dates.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Write a tour narrative for the area you selected. Refer to the notes you made in Learning Activities 2 and 3.

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Instructor's Final Checklist

WRITING A TOUR NARRATIVE

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's tour narrative included:	Accomplished	Not Accomplished
1. An introduction to the area	☐	☐
a. The location	☐	☐
b. A listing of points or items of interest the visitor might expect to see	☐	☐
2. A brief history of the area	☐	☐
3. Brief descriptions of points or items of interest in the area	☐	☐

Task Assignment Sheet PA-HR-27
Tour Guide

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: CONDUCTING A TOUR

Introduction

Conducting a tour can be a very exciting and satisfying experience if you are well prepared. Successful tour guides plan each presentation carefully so they can conduct the tour with confidence. In this task assignment sheet you will learn how to conduct a tour.

Objective(s)

GIVEN a tour group and tour narrative you wrote in Task Assignment Sheet PA-HR-26,

CONDUCT A TOUR.

YOUR TOUR will be rated according to the Instructor's Final Checklist.

Learning Activities

1. REVIEW your tour narrative. UNDERLINE the key points.
2. PRACTICE presenting your narrative in class or at home. MEMORIZE it, if you can.
3. MAKE your presentation to a small group of classmates. LISTEN to their reactions to your presentation.
4. PRACTICE alone, making your presentation in the tour area you selected. LOCATE all points and items of interest you plan to describe. Your instructor will arrange a time for this activity.
5. REVIEW the Instructor's Final Checklist, CONDUCTING A TOUR. PRACTICE the procedures in class or at home.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Conduct a tour of the area you selected in Task Assignment Sheet PA-HR-26.

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Instructor's Final Checklist

CONDUCTING A TOUR

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In conducting a tour, the students:

	Accomplished	Not Accomplished
1. Welcomed the group to the school	[ ]	[ ]
2. Introduced the tour	[ ]	[ ]
a. Gave the name of the tour area	[ ]	[ ]
b. Explained what the group could expect to see on the tour	[ ]	[ ]
3. Led the group to the tour area	[ ]	[ ]
4. Gave a brief history of the tour area	[ ]	[ ]
5. Directed the group to points and items of interest	[ ]	[ ]
6. Gave a brief description of points and items of interest	[ ]	[ ]
7. Answered questions posed by the group	[ ]	[ ]
8. Led the group back to the starting point	[ ]	[ ]
9. Thanked the group for visiting the school	[ ]	[ ]
10. Spoke clearly and distinctly	[ ]	[ ]
11. Always faced the group when speaking	[ ]	[ ]
12. Was friendly with the group	[ ]	[ ]
13. Conducted the tour with confidence	[ ]	[ ]

Task Assignment Sheet PA-HR-28
Recreation Leader

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: DEMONSTRATING LEADERSHIP ABILITY

Introduction

Many occupations in recreation involve leadership skills and responsibilities. A common characteristic of persons who work in the field of recreation is the ability to lead and supervise groups of people. They use three types of leadership styles in carrying out their responsibilities. In this task assignment sheet, you will demonstrate your leadership ability.

Objective(s)

GIVEN a case situation,

DEMONSTRATE THE LEADERSHIP STYLE MOST APPROPRIATE FOR THE SITUATION.

THE PERMISSIVE, DEMOCRATIC, OR DIRECTIVE leadership style must be demonstrated.

Learning Activities

1. REVIEW the list of leadership qualities provided by your instructor.
2. LIST the different types of groups found in the school, and NAME a leader in each group. WRITE the qualities that make these individuals leaders.

   OR

   IDENTIFY a famous person, and WRITE the leadership qualities of that person.
3. SHARE the leadership qualities you wrote in Learning Activity 1 with a small group of classmates. As a group, PREPARE a list of the most frequently listed leadership qualities. COMPARE the list of qualities with others in the class.
4. READ and DISCUSS Instruction Sheet I, LEADERSHIP STYLES.
5. COMPLETE Student Self-Check I, IDENTIFYING LEADERSHIP STYLES. As a class, DISCUSS each of the choices.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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Check-Out Activities

Your instructor will provide a case situation.

Decide which leadership style is most appropriate for the situation, and demonstrate how you would apply it.

Instruction Sheet I

LEADERSHIP STYLES*

Here are three leadership styles you may use in directing groups of people. Study each of the styles explained below.

Leadership Styles

You can be a permissive leader.

When you first meet with a group, you state the task that it is to do. After that, you let the members decide what they want to do without direction from you.

You can be a democratic leader.

You help the group decide together what it wants to do.

You ask different members for ideas and help the group come to an agreement about what it wants to do.

You can be a directive leader.

You are in charge and, you tell the group what to do. You do not ask group members what they think or what they want to do.

---

*Adapted from Wiley, Tobin, Engstrom, Andrade, Reed, Shuchat, "Occupational Preparation in Hospitality and Recreation," U.S. Office of Education, 1976.

Student Self-Check I

IDENTIFYING LEADERSHIP STYLES*

Study each of the situations described below. Identify the leadership style that applies to each of the solutions. The first problem has been solved for you. USE YOUR OWN PAPER to write your answers.

D (democratic)	P (permissive)	A (directive)

1. A child forgets to bring in a permission slip for a field trip.
   A "No one without a slip can go on the field trip."
   P "That's okay; you don't really need it."
   D "If you want to call to ask your mother to bring it to you, I'll show you the phone."

   What would you do?

2. While playing, children break a swing on the playground.
   _____ "Forget it, and use the other available equipment."
   _____ "No one will be allowed to use the swings anymore."
   _____ "Let's talk about the proper use of the swings."

   What would you do?

3. A baseball team is losing its game.

   _____ "Tom, go in there and play first base."
   _____ "What play do you players think would be best?"
   _____ "Well, that's the breaks."

   What would you do?

4. A production company's scenery is not ready for the evening's performance.

   _____ "Mary, you start on the outside scenes; Kelly, nail together the two boards."
   _____ "Who would like to start painting the scenery?"
   _____ "Don't worry about it; it will get done."

   What would you do?

5. A superintendent of a Recreation Department needs to have some flyers distributed.
   _____ "Where is the best place to hand these out?"
   _____ "It doesn't really matter where they're handed out."
   _____ "Take these to the shopping center and ask each store manager to display them."

6. A crafts teacher brings some wood, nails, tools and other building materials to the classroom.

   _____ "Use these to make whatever you wish."
   _____ "Everyone in the class must make a model of a house."
   _____ "Let's decide on a class project."

   What would you do?

---

*Ibid.

Instructor's Final Checklist

DEMONSTRATING LEADERSHIP ABILITY

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In demonstrating his/her leadership ability, the student:

	Accomplished	Not Accomplished
1. Chose the leadership style most appropriate for the case	[ ]	[ ]
2. Demonstrated how the leadership style can be applied	[ ]	[ ]

Task Assignment Sheet PA-HR-29
Recreation Director

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: PLANNING A RECREATIONAL PROGRAM

Introduction

Occupations in the field of recreation often require planning skills. Recreation directors strive to plan activities that satisfy the emotional, social, and physical needs of those individuals participating in the program. In this task assignment sheet, you will learn how to plan a recreational program.

Objective(s)

GIVEN a list of special events,

PLAN A RECREATIONAL PROGRAM FOR ONE EVENT.

YOUR PLAN must include the six basic parts of a well planned program.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, ACTIVITIES FOR RECREATIONAL PROGRAMS. GIVE examples of each of the categories listed in the Instruction Sheet.
2. STUDY the sample program plan in Instruction Sheet II, SAMPLE RECREATIONAL PROGRAM PLAN. DISCUSS each part of the plan.
3. CHOOSE an event from the list provided by your instructor. With a small group of classmates, COLLECT the information needed to prepare a recreational program for the event.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Using the information you collected in Learning Activity 3,

Write a recreational program plan.

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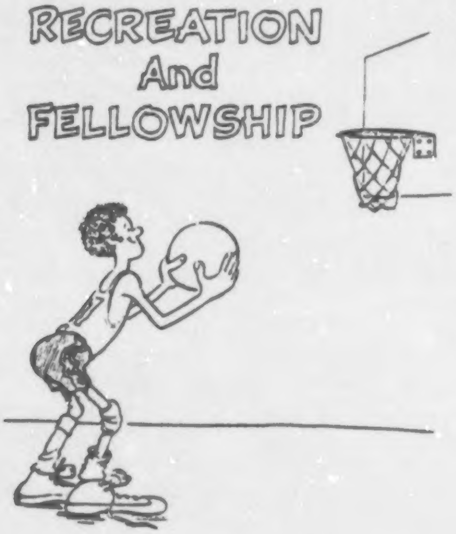
Instruction Sheet I

ACTIVITIES FOR RECREATIONAL PROGRAMS

In planning a recreational program, remember that peoples' emotional, social, and physical needs should be met. To meet these needs, it is necessary that a variety of activities be offered. Your program should include several of the following:



Games
Sports and athletics
Performing arts
Arts and crafts
Outdoor recreation
Special events
Hobbies

Things that must be considered in planning recreational activities are:

Ability and interests of participants
Age of participants
Space available
Time available
Funds and equipment available

Instruction Sheet II

SAMPLE RECREATIONAL PROGRAM PLAN*

EVENT: July 4th

A. **Need for Program:**

At present, there is no family-oriented July 4th program planned for our neighborhood.

B. **Purpose of Program:**

To provide a place and opportunity for wholesome social and cultural July 4th activities for neighborhood families.

C. **Aims and Objectives of Program:**

To provide historic awareness of July 4th.
To provide an opportunity for families to play together.
To provide active and inactive involvements for participants.
To provide competitive and noncompetitive events for participants.

D. **Details of Program:**

1. Facility -

    outdoor: school playground and ball field area
    indoor: bathroom facilities

2. Date - July 4th
3. Time - 10 a.m. to 10 p.m.
4. Attendance - 100 people (children, teenagers, and parents)
5. Equipment -

    materials for carnival booths
    grills, cooking utensils
    softball equipment
    field day equipment - potato sacks, ribbons, etc.
    public address system
    fireworks

6. Supervision - 3 leaders, 1 junior leader

E. **Financial Arrangement for Program:**

Budget - $50.00 (50¢ per person participation fee).

F. **Brief Description of Activities for Program:**

The program will include carnival booths, a July 4th costume parade and contest, a skit, cookout lunch and dinner, track and field events, family softball game, and fireworks.

*Adapted from Wiley, Tobey, Engstrom, Andrade, Reed and Shuchat, "Occupational Preparation in Hospitality and Recreation," U.S. Office of Education.

Instructor's Final Checklist

PLANNING A RECREATIONAL PROGRAM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's recreational program included the six basic parts:

	Accomplished	Not Accomplished
1. Need for program	[ ]	[ ]
2. Purpose of program	[ ]	[ ]
3. Aims and objectives of program	[ ]	[ ]
4. Details of program	[ ]	[ ]
5. Financial arrangements for program	[ ]	[ ]
6. Brief description of activities for program	[ ]	[ ]

Task Assignment Sheet PA-HR-30
Recreation Leader

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: SCHEDULING RECREATIONAL ACTIVITIES

Introduction

After a program plan has been prepared, the recreation director assigns the activities to special leaders at specific times. These assignments are known as scheduling activities. In this task assignment sheet you will learn how to prepare a recreational program schedule.

Objective(s)

GIVEN a recreational program plan and a program schedule form,

PREPARE A RECREATIONAL PROGRAM SCHEDULE.

YOUR SCHEDULE will be rated according to the Instructor's Final Checklist.

Learning Activities

1. STUDY the program schedule in Instruction Sheet I, SCHEDULING RECREATIONAL ACTIVITIES. DISCUSS the things to consider in scheduling activities.
2. PARTICIPATE in a session with the same group of classmates with whom you planned your recreational program. REVIEW your recreational program plan. If necessary, LIST specific activities--games, crafts, etc.--you want to include on your schedule. ASSIGN a leader and time slot to each activity.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a program schedule form.

Prepare the schedule for your recreational program.

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Instruction Sheet I

SCHEDULING RECREATIONAL ACTIVITIES

Study the program schedule below. It is based on the program plan in Task assignment Sheet PA-HR-29. Take particular notice of these four things:

1. The events include both active and inactive activities, such as the soft ball game and the bingo game.
2. The events include both competitive and noncompetitive activities, such as the track and field events and the skit.
3. The activities are scheduled at logical times. For instance, the strenuous activities, such as the track and field events, are scheduled an hour after lunch. The fireworks are scheduled after dark.
4. The activities are assigned equally among the three senior leaders.

PROGRAM SCHEDULE*

Leader / Activity	No. 1 Kevin Allen Name	No. 2 Kim Carnes Name	No. 3 Sam Hayes Name	No. 4 (Junior Leader) Jennie Collins Name
A.M. 10:00 – 11:00	Costume parade and Contest			
11:00 – 12:00	↓			
12:00 – 1:00		Cookout lunch		
P.M. 1:00 – 2:00			Arts and craft booth	Bingo booth
2:00 – 3:00	Sack race and walkathon		↓	↓
3:00 – 4:00		Obstacle course and bicycle race	↓	↓
4:00 – 5:00	Family softball		↓	↓
5:00 – 6:00	↓		↓	↓
6:00 – 7:00		Dinner		
7:00 – 8:00		↓		
8:00 – 9:00			Skit	
9:00 – 10:00			Fireworks	

*Form taken from Wiley, Tobey, Engstrom, Andrade, Reed and Shuchat, "Occupational Preparation in Hospitality and Recreation," U.S. Office of Education.

Instructor's Final Checklist

SCHEDULING RECREATIONAL ACTIVITIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's program schedule:

	Accomplished	Not Accomplished
1. Included active and inactive events.	[ ]	[ ]
2. Included competitive and noncompetive events.	[ ]	[ ]
3. Scheduled activities at logical times	[ ]	[ ]
4. Assigned activities to the senior leaders on an equal basis . . .	[ ]	[ ]

Task Assignment Sheet PA-HR-31
Recreation Director

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: PREPARING EQUIPMENT PRICE LISTS

Introduction

Before a recreational program can be carried out, the recreation director sees to it that the necessary equipment is available. Some pieces of equipment may already be in the recreation department. Other pieces may have to be purchased. Before making any purchases, the recreation director finds that an equipment price list is helpful. In this task assignment sheet, you will learn how to prepare an equipment price list.

Objective(s)

GIVEN a recreational activity, an equipment list, and access to equipment prices,

PREPARE AN EQUIPMENT PRICE LIST FOR THE ACTIVITY.

YOUR PRICE LIST must include a heading, a list of equipment necessary for the activity, the price of each piece of equipment, and the total cost of the equipment.

Learning Activities

1. PARTICIPATE in a group session with the same classmates you worked with on Task Assignment Sheet PA-HR-30. CHOOSE the activities from your Program Schedule which require the use of equipment. MAKE a list of the equipment required and the number of each item needed.

2. SELECT one or two items from the equipment list for which to find prices. (Other members of the group will select different ones.)

3. LOOK through equipment catalogs and/or VISIT stores to find the price of each piece of equipment. COMPARE prices, if possible, and determine the best buy. SHARE the information with your group.

3. As a group, RECORD the price of each piece of equipment. MAKE a copy of the list for each member.

4. WATCH your instructor demonstrate how to prepare an equipment price list.

5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

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Check-Out Activities

Prepare an equipment price list for the recreational activity your group selected in Learning Activity 1. Use the equipment list prepared by your group in Learning Activity 3.

Instructor's Final Checklist

PREPARING EQUIPMENT PRICE LISTS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's equipment price list included:

	Accomplished	Not Accomplished
1. A heading	[ ]	[ ]
2. Equipment necessary for the activity	[ ]	[ ]
3. The price for each piece of equipment	[ ]	[ ]
4. The total cost of the equipment	[ ]	[ ]

Task Assignment Sheet PA-HR-32
Recreation Director

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: PUBLICIZING RECREATIONAL PROGRAMS

Introduction

How do you tell people about a recreational program? Before many programs can be carried out, people have to know about them. Recreational directors use a variety of methods to publicize a program. The most common ones are newspaper articles, press releases, and posters. In this task assignment sheet, you will learn how to publicize a program.

Objective(s)

GIVEN the necessary supplies,

CREATE A PUBLICITY ITEM FOR A RECREATIONAL PROGRAM.

YOUR CREATION must include the five W's.

Learning Activities

1. BRING to class examples of publicity for various leisure activities. As a class, DISCUSS types of publicity to which people are exposed in their day-to-day activities.
2. LISTEN to your instructor explain the reasons for publicizing recreational programs.
3. DISCUSS the five W's which should always be included in any kind of publicity. ANALYZE the examples of publicity to see if they include the five W's.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Create a publicity item for the recreational program you planned in Task Assignment Sheets PA-HR-29 and PA-HR-30. You may create a poster, a flyer, a newspaper advertisement, or a newspaper article.

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Instructor's Final Checklist

PUBLICIZING RECREATIONAL PROGRAMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's publicity item included the five W's:

	Accomplished	Not Accomplished
1. Who can participate in the event?	[ ]	[ ]
2. What kind of event is it?	[ ]	[ ]
3. When is the event to take place?	[ ]	[ ]
4. Where is the event to take place?	[ ]	[ ]
5. Why is the event to take place?	[ ]	[ ]

Task Assignment Sheet PA-HR-33
Athletic Coach/Recreation Leader

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: OPERATING A STOP WATCH

Introduction

Timing is an important factor in many recreational and athletic events. To determine the speed of a performance, athletic coaches and recreational leaders use a stop watch. In this task assignment sheet, you will learn how to operate a stop watch.

Objective(s)

GIVEN a stop watch and a performance,

OPERATE THE STOP WATCH TO TIME THE ACTIVITY.

YOUR READING must be within one second of your instructor's reading.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, OPERATING A STOP WATCH.
2. MARK the readings on a stop watch by completing Student Self-Check I, READING A STOP WATCH. Your instructor will provide a copy of this exercise.
3. WATCH a demonstration of the operation of a stop watch.
4. PRACTICE operating a stop watch.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVIITES.

Check-Out Activities

Your instructor will provide a stop watch.

Operate the stop watch to time an activity.

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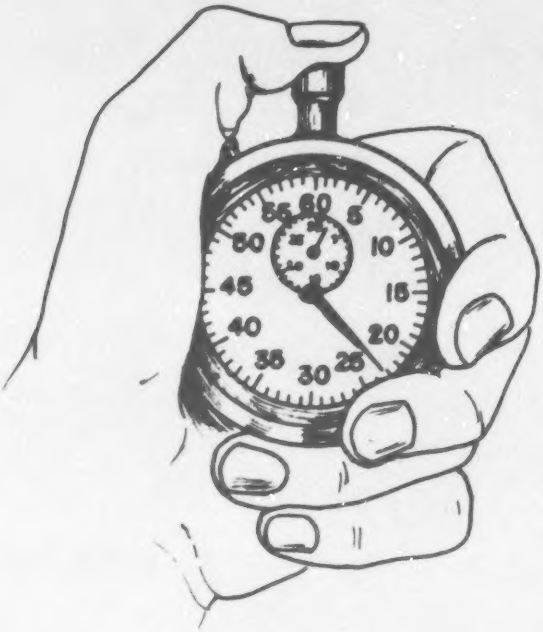
Instruction Sheet I

OPERATING A STOP WATCH

Operating a stop watch is an important task in timing many events. Timekeeping can make the difference between winning and losing. For this reason, timekeepers exercise much care in operating their stop watches. Study the illustration of the stop watch shown here.



Parts of a Stop Watch. A stop watch has parts with which you should become familiar:

Seconds: The numbers which appear around the edge of the face. Each straight mark represents one second. The second hand here reads 23 seconds.

Minutes: The numbers which appear around the edge of the small circle. Each straight mark represents one minute. The minute hand here reads 2 minutes.

Second Hand: The long hand which reads the seconds. One sweep of the hand around the circle reads 60 seconds.

Minute Hand. The short hand which reads the minutes. The hand marks a minute for each complete sweep of the second hand.

Crown: The button at the top of the stop watch. On some watches the crown starts, stops, and restarts the watch. On other watches it starts and resets the hands to zero.

Side Button: The small button on the left upper side of the stop watch. On some watches it resets the hand to zero. On other watches it stops and restarts the watch.

Operating a Stop Watch. Depending on the make of the stop watch, there are two basic operations.

Operation #1

1. Cup the stop watch in your hand as shown in the illustration. Both hands on the watch face will be pointing straight up.
2. Press the crown with your thumb to start the hands moving.
3. Press the crown again for a time out. The hands will remain at the stopping point.
4. Press the crown to restart the watch.
5. Press the crown to stop the watch at the end of the performance
6. Press the side button to return the hands to the starting point.

Operation #2

1. Cup the stop watch in your hand as shown in the illustration. Both hands on the watch face will be pointing straight up.
2. Press the crown with your thumb to start the hands moving.
3. Press the side button for a time out.
4. Press the side button to restart the watch.
5. Press the crown to stop the watch at the end of the performance. The hands will return to the starting point.

Instructor's Final Checklist

OPERATING A STOP WATCH

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
When operating the stop watch to time a performance, the student's reading was within one second of the instructor's reading	[ ]	[ ]

Task Assignment Sheet PA-HR-34
Athletic Coach/Recreation Leader

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: MAKING LESSON PLANS

Introduction

An important skill that athletic coaches and recreation leaders must master is teaching an activity. Before they teach the activity, though, they make a plan to follow. This is called a lesson plan. In this task assignment sheet, you will learn how to make a lesson plan.

Objective(s)

GIVEN an activity and a lesson plan outline,

MAKE A LESSON PLAN FOR THE ACTIVITY.

YOUR LESSON PLAN must include the points in the lesson plan outline. Point 4 should be completed only for sports or games.

Learning Activities

1. REVIEW and DISCUSS a sample lesson plan. Your instructor will provide one.
2. PARTICIPATE in a small-group session to CHOOSE an activity to teach. (The activity may be taken from your recreational program plan or from a list provided by your instructor.) As a group, COMPLETE each section of a lesson plan outline for the activity you selected. (Your instructor will provide the lesson plan outline.) PLAN a 15-minute presentation.
3. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a copy of the lesson plan outline.

Make a neat copy of the lesson plan your group prepared.

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Instructor's Final Checklist

MAKING LESSON PLANS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's lesson plan included:

	Accomplished	Not Accomplished
1. The activity	☐	☐
2. Objective	☐	☐
3. Necessary equipment	☐	☐
4. Rules and scoring, if game or sport	☐	☐
5. How activity will be demonstrated	☐	☐
6. Important points to stress	☐	☐
7. Evaluation	☐	☐

Task Assignment Sheet PA-HR-35
Athletic Coach/Recreation Leader

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: TEACHING A LESSON PLAN

Introduction

Athletic coaches and recreation leaders follow some basic steps in teaching an activity. You have already made a good start by making your lesson plan in the previous task assignment sheet. In this task assignment sheet you will learn how to teach a lesson plan.

To complete this task, you must have completed Task Assignment Sheet PA-HR-34.

Objective(s)

GIVEN a lesson plan and the necessary materials,

TEACH A PART OF THE LESSON PLAN.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

Learning Activities

1. REVIEW each step in the Instructor's Final Checklist, TEACHING A LESSON PLAN. COMPARE the steps with your lesson plan. DISCUSS how each of the steps can be presented.
2. WATCH your instructor demonstrate teaching an activity.
3. PARTICIPATE in a session with the same group with which you made your lesson plan. As a group member, SELECT the parts of the lesson plan you want to teach. (The seven parts of the plan must be covered by your group.) PLAN how each part will be presented. Your instructor will review your plans.
4. PRACTICE your presentation in class or at home.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check Out Activities

With your group, teach the lesson plan you prepared in Task Assignment Sheet PA-HR-34.

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Instructor's Final Checklist

TEACHING A LESSON PLAN

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In teaching a lesson plan, the group:

	Accomplished	Not Accomplished
1. Had the materials ready	[ ]	[ ]
2. Introduced the activity	[ ]	[ ]
3. Explained the objective	[ ]	[ ]
4. Described and/or displayed the equipment necessary to carry out the activity	[ ]	[ ]
5. Explained the rules and scoring, if game or sport	[ ]	[ ]
6. Demonstrated the activity with confidence	[ ]	[ ]
7. Emphasized important points, such as safety precautions	[ ]	[ ]
8. Evaluated the class according to the objective	[ ]	[ ]
9. Was enthusiastic	[ ]	[ ]
10. Made certain that the class could see and hear	[ ]	[ ]
11. Conducted a 15-minute (approximately) session	[ ]	[ ]

Task Assignment Sheet PA-HR-36
Professional Athlete

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: CARRYING OUT AN EXERCISE PROGRAM

Introduction

All professional athletes go through some kind of exercise training program. The kind of program used depends on the sport being played. Each type of sport requires specific types of exercises. In this task assignment sheet, you will go through an exercise program that is suitable for you.

Objective(s)

GIVEN an exercise program and an exercise record form, KEEP A RECORD OF YOUR EXERCISE PROGRAM FOR ONE WEEK.

YOUR RECORD must show the exercise included in your program, which days you carried out your exercise program, and the number of times you performed each exercise for the day.

Learning Activities

1. LISTEN to a description of an exercise training program that is suitable for you.
2. WATCH a demonstration of the exercises included in an exercise program.
3. OBTAIN an exercise program form from your instructor. REVIEW a balanced exercise program. LIST each of the exercises on your form that is included in your exercise program.
4. PRACTICE each of the exercises listed on your form. The instructor will check to see that you are doing them correctly.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Go through your exercise program for one week. Keep a record by completing your exercise record form.

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Instructor's Final Checklist

CARRYING OUT AN EXERCISE PROGRAM

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

The student's exercise record card showed:

	Accomplished	Not Accomplished
1. The exercises included in his/her exercise program	[ ]	[ ]
2. The days each exercise was performed	[ ]	[ ]
3. The number of times each exercise was performed for the day	[ ]	[ ]

Task Assignment Sheet PA-HR-37
Camp Counselor

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: COLLECTING AND DISPLAYING NATURE ITEMS

Introduction

Most people go camping because they enjoy nature. Camp counselors are aware of this. They make an effort to expose campers to their natural surroundings. They often collect and display items of nature for the campers' benefit. One way to display nature items is by their nature groups: animal, vegetable, and mineral. In this task assignment sheet, you will collect and display items for one of the nature groups.

Objective(s)

GIVEN a list of nature items,

COLLECT AND DISPLAY SOME OF THE ITEMS LISTED.

YOUR DISPLAY must consist of items that belong to one of the three nature groups. EACH ITEM should be labeled with its name and the place where it is found.

Learning Activities

1. REVIEW a listing of the items under each nature group that a camp counselor would collect and display. Your instructor will provide the lists. ADD other items to the lists.
2. SELECT the nature group that you would like to work with. PARTICIPATE as a group member with the classmates who choose the same nature group.
3. As a group, LIST the items from your nature listings that you will collect. IDENTIFY places where you may find them.
4. COLLECT the nature items you listed. LABEL each item with its name and the place where it was found.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Work with your group to prepare a display of the nature items you collected.

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Instructor's Final Checklist

COLLECTING AND DISPLAYING NATURE ITEMS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
Each group display of nature items:		
1. Consisted of items for one of the three nature groups	[ ]	[ ]
2. Labeled each item with:		
a. Its name	[ ]	[ ]
b. The place where it was found	[ ]	[ ]

Task Assignment Sheet PA-HR-38
Camp Counselor

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: GIVING TALKS ON NATURE ITEM DISPLAYS

Introduction

Camp counselors not only collect and display nature items for the campers' enjoyment, but they also explain each display. A colorful explanation helps the campers understand each of the nature items better. In this task assignment sheet, you will learn how to give a talk on displays of nature items.

The displays of nature items will be used in completing this task.

Objective(s)

GIVEN a display of nature items,

GIVE A TALK ON THE DISPLAY.

YOUR TALK should include for each nature item the scientific name, physical description, special qualities, and where it was found.

Learning Activities

1. MEET with the same group you worked with in Task Assignment Sheet PA-HR-37 to PLAN a talk on your display of nature items. CHOOSE the nature items that you would like to talk about. (Each group member will select nature items to talk about.)
2. RESEARCH the nature items you chose. FIND the scientific names for the items. STUDY the qualities of each item carefully. IDENTIFY any interesting or special qualities. SPECIFY some places where each item is found.
3. MAKE an outline of the information you collected.
4. PRACTICE your talk with your group.
5. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

As a part of your group presentation, give a talk on the nature items you chose in Learning Activity 1.

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Instructor's Final Checklist

GIVING TALKS ON NATURE ITEM DISPLAYS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

In giving a talk on nature items, the student:

	Accomplished	Not Accomplished
1. Gave the scientific name of each item	[ ]	[ ]
2. Described the physical qualities of each item	[ ]	[ ]
3. Identified any special qualities of each item	[ ]	[ ]
4. Explained where each item was found	[ ]	[ ]

Task Assignment Sheet PA-HR-39
Ticket Taker

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: COLLECTING ADMISSION TICKETS

Introduction

Many sports, entertainment, and cultural establishments (such as museums) have a ticketing system. Tickets are required for admission to events sponsored by these establishments. As patrons enter the events, the tickets are collected by ticket takers. In this task assignment sheet you will learn how to collect admission tickets.

Objective(s)

GIVEN patrons with admission tickets to a sports, entertainment, or cultural event,

COLLECT THE TICKETS.

YOUR PERFORMANCE will be rated according to the Instructor's Final Checklist.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, COLLECTING ADMISSION TICKETS.
2. As a class, MAKE a list of sports, entertainment, and cultural establishments in your community which use tickets. With a small group of classmates, VISIT some of these establishments. OBTAIN or MAKE a detailed sketch of a ticket used by each one, OR INTERVIEW the ticket takers.
3. COMPARE the tickets and DISCUSS their similarities and differences.
4. MAKE a brief presentation of the interview to the class (if you were an interviewer).
5. PRACTICE collecting admission tickets. Your instructor will provide more information about this activity.
6. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Collect admission tickets at a sports, entertainment, or cultural event.

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Instruction Sheet I

COLLECTING ADMISSION TICKETS

Admission tickets are used for a variety of purposes. Two important purposes are to keep track of the number of customers or visitors and to reduce the need for money to be handled by a number of employees.

Ticket takers, who collect the admission tickets, have a responsible job. Here is a description of the duties they usually peform:

1. **Collect admission tickets** from patrons as they enter the event.
2. **Examine each ticket** to make sure it is genuine. The amount and type of information included on tickets depends on the kind of event. Here are the most common types of information to look for:

   a. The name of the establishment.
   b. The number of persons the ticket admits.
   c. Whether the ticket admits a child or an adult.
   d. Whether the ticket is complimentary or paid. (The price is usually indicated.)
   e. The date(s) the ticket can be used.
   f. The name of the event or performer.
   g. An identifying code. (Tickets usually have a letter, number or color code.)
   h. Location of the seat. (When seats are reserved.)

3. **Refuse admittance** to patrons without tickets or an undesirable (such as a patron who is drunk.)
4. **Deposit each ticket** in the container indicated for that purpose. (Some ticket takers are instructed to tear tickets in two).
5. **Direct** patrons to their seats, when they ask. The ticket code indicates the location of a seat. Usually a combination of letter and number code is used. The letter indicates the row, and the number indicates the seat. For example, a ticket coded "A-10" means, the patron's seat is located in "A" row in seat number "10."

   (It is important to note that tickets for some events, such as school events, are for general admission only. This means that seats are not reserved. Patrons may take any seat available.)

6. **Count and record** the number of tickets collected.

Instructor's Final Checklist

COLLECTING ADMISSION TICKETS

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
1. Collected a ticket from each patron	☐	☐
2. Examined each ticket for genuineness	☐	☐
3. Refused admittance to patrons without tickets or to undesirables	☐	☐
4. Deposited each ticket in the proper container	☐	☐
5. Directed patrons to their seats (if applicable).	☐	☐
6. Counted and recorded the correct number of tickets collected	☐	☐

Practical Arts

HOSPITALITY AND RECREATION OCCUPATIONS

TASK: IDENTIFYING UNCLEAN AND UNSAFE SWIMMING POOL ACTIVITIES

Introduction

Swimming pool lifeguards have a very responsible job. They are responsible for the welfare and safety of those who enter the pool area. For this reason, lifeguards must know and enforce the rules established for the use of the pool. In this task assignment sheet you will learn some basic swimming pool rules.

Objective(s)

GIVEN a picture of a swimming pool scene,

IDENTIFY THE UNCLEAN AND UNSAFE ACTIVITIES.

AT LEAST EIGHT ACTIVITIES must be identified.

Learning Activities

1. READ and DISCUSS Instruction Sheet I, SWIMMING POOL RULES.
2. REVIEW a set of the rules established for the swimming pool in your community. COMPARE these rules with the ones in Instruction Sheet I. Your instructor will provide more information on this activity.
3. Your instructor will assign you a swimming pool rule. PREPARE a report on why the rule is important to the welfare and safety of pool visitors. SHARE your report with the class.
4. ARRANGE with your instructor to complete this task by going through the CHECK-OUT ACTIVITIES.

Check-Out Activities

Your instructor will provide a picture of a swimming pool scene.

Identify the unclean and unsafe activities.

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Instruction Sheet I

SWIMMING POOL RULES

Lifeguards must be well trained, because the job requires alert and competent performance at all times. In addition to rescuing swimmers and administering first aid, the lifeguard enforces swimming pool rules. Every pool has its own set of rules for its specific situation, and visitors are expected to follow all rules.

Swimming pools consist of three principal areas: the area around the pool, the swimming area, and the diving area. Since these areas must be kept clean and safe at all times, here are some basic rules that should be followed:

Area Around the Pool

1. Do not bring food, drinks, or glass into the area.
2. Do not smoke.
3. Walk, do not run (it can be slippery from water and other substances).
4. Do not engage in horseplay.

Swimming Area

5. Do not enter the water unless an authorized lifeguard is on duty.
6. Shower before entering the water.
7. Wear swim suits only.
8. Do not enter the water if you have an open wound.
9. Do not engage in horseplay--splashing water, wrestling etc.
10. Do not hang or play on the ropes marking the deep water areas.
11. Do not take foreign objects, such as dangerous playthings, in the water. The lifeguard may give you permission to use a flotation device.

Diving Area

12. Use the diving board, one person at a time.
13. Refrain from performing dangerous stunts off the diving board. Don't be a clown.
14. Do not swim in the diving area.

Instructor's Final Checklist

IDENTIFYING UNCLEAN AND UNSAFE SWIMMING POOL ACTIVITIES

Performance Level: All items must receive a rating of ACCOMPLISHED. If any items are rated NOT ACCOMPLISHED, the student and the instructor will decide if any learning activities must be repeated.

	Accomplished	Not Accomplished
In reviewing the picture of the swimming pool scene, the student identified at least eight of the ten unclean and unsafe swimming pool activities..........................	[ ]	[ ]